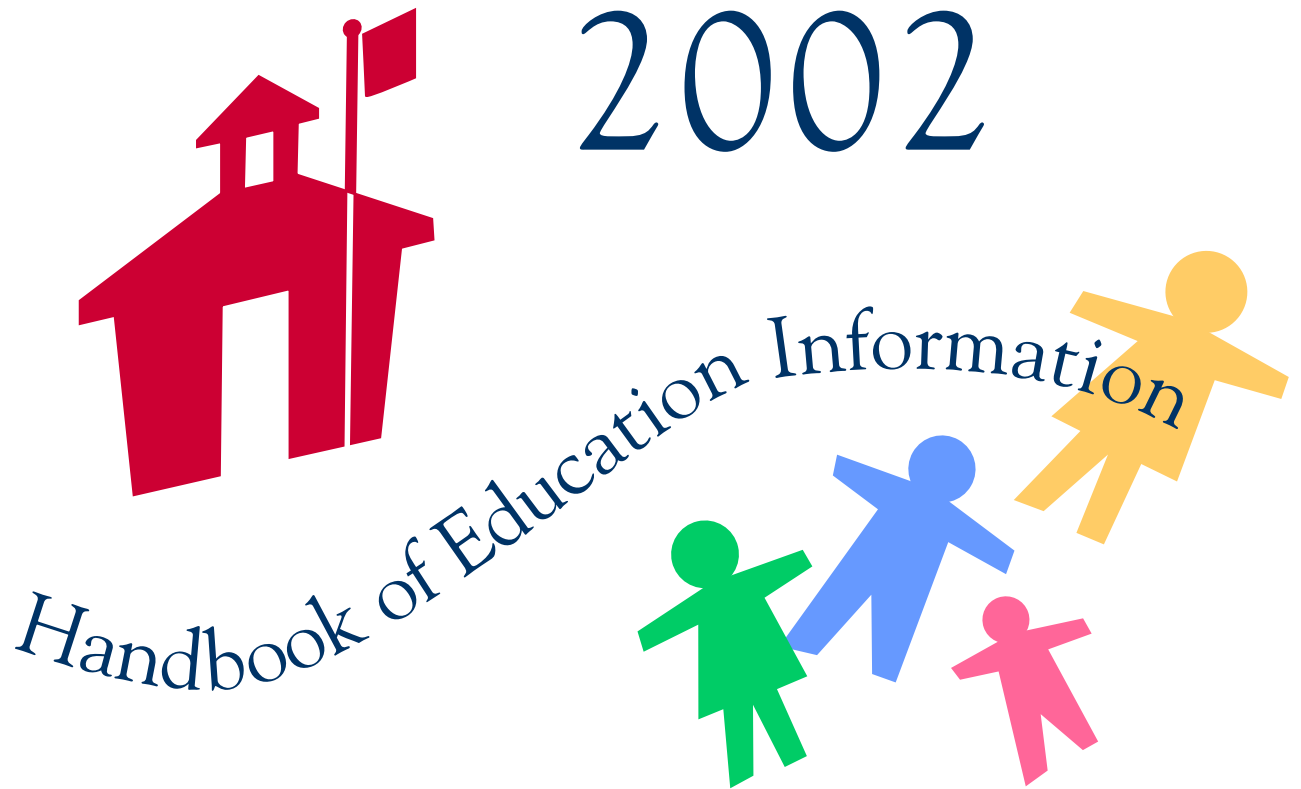


# Fact Book 2002





## Publishing Information

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Prepared for publication  
by CSEA members.

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# Preface

The annual *Fact Book* is a compendium of statistics and information on a variety of subjects and issues concerning education in California. It is designed to aid reporters covering education and to serve as a reference for educators, legislators, and the general public.

This report was prepared by Janice Lowen Agee with support from Mary Droege in the Office of the Superintendent, California Department of Education (CDE). It would not have been possible to prepare this document without the additional support and cooperation of the many CDE staff members whose expertise is represented in these pages; their contributions are greatly appreciated.

We regret not being able to supply copies of the *Fact Book*; for this reason you are welcome to duplicate it as needed. Please call (916) 657-2552 if you have any questions or recommendations for future editions.

# Fingertip Facts on Education in California

## Number of school districts, 2000-2001:

Unified.....	326
Elementary .....	567
High .....	92
Other.....	63
Total.....	1,048

## Number of public schools, 2000-2001:

Elementary .....	5,368
Middle .....	1,156
Junior high .....	21
High .....	935
K-12 .....	54
Continuation .....	523
Alternative.....	235
Community day .....	244
Special education.....	125
Other.....	100
Total.....	8,761

## Number of students in public schools, 2000-2001:

Kindergarten and grades one	
through eight .....	4,264,411
Grades nine through twelve.....	1,707,952
Ungraded programs .....	78,532
Total.....	6,050,895

## Number of students in private schools, 2000-2001:

Total.....	648,564
------------	---------

## Racial and ethnic distribution in public schools, 2000-2001:

<i>Teachers</i>	<i>Number</i>	<i>Percent</i>
American Indian or Alaskan Native.....	2,119	0.7
Asian .....	12,680	4.2
Pacific Islander .....	545	0.2
Filipino.....	2,946	1.0
Hispanic .....	38,751	12.9
African American .....	15,224	5.1
White, not Hispanic.....	224,657	74.5
Multiple or no response .....	4,439	1.5
Total .....	301,361	100.0

<i>Students</i>	<i>Number</i>	<i>Percent</i>
American Indian or Alaskan Native.....	51,926	0.9
Asian .....	484,220	8.0
Pacific Islander .....	38,651	0.6
Filipino.....	144,759	2.4
Hispanic .....	2,613,480	43.2
African American .....	510,779	8.4
White, not Hispanic.....	2,171,861	35.9
Multiple or no response .....	35,219	0.6
Total .....	6,050,895	100.0

## Number of twelfth-grade graduates, 1999-2000:

Total .....	309,886
-------------	---------

## Number of full-time teachers, 2000-01:

Elementary schools .....	162,951
Middle and junior high schools.....	48,638
High schools .....	69,291
Other (includes continuation high schools).....	20,481
Total .....	301,361

## Average salaries, 1999-2000:

### *Full-time Teachers*

Common administrative districts.....	\$ 50,957
Elementary districts .....	47,564
High school districts .....	50,030
Unified districts .....	47,413
Statewide average .....	47,680

### *School Site Principals*

Common administrative levels.....	\$ 78,340
Elementary level.....	74,175
High school level .....	84,378
Unified level .....	75,303
Statewide average .....	75,654

### *Superintendents*

Common administrative districts.....	\$124,056
Elementary districts .....	100,613
High school districts .....	111,011
Unified districts .....	110,176
Statewide average .....	106,363

# California Department of Education

## **Mission**

The mission of the California Department of Education (CDE) is to provide leadership, assistance, oversight, and resources so that every Californian has access to an education that meets world-class standards.

## **Vision**

Working with our partners, we will create a dynamic, world-class education system that equips all students with the knowledge and skills to excel in college and careers and excel as parents and citizens.

## **Guiding Principles**

1. We believe all students can learn.
  - All students deserve an equitable opportunity to succeed.
  - All students require a safe, healthy, environment for learning.
  - All students need physical, emotional, and intellectual support from their schools, families, and communities to succeed.
2. We focus on results. We set high standards.
3. We build the capacity of local agencies and CDE staff to achieve results.
4. We practice timely, two-way communication within and outside CDE.
5. We foster an environment that promotes responsible decision making throughout the organization.
6. We combine our strengths. By supporting each other in resolving problems, we improve results.
7. We practice wise stewardship of all resources.
8. We act ethically and with integrity and treat everyone with courtesy and respect.

## **Goals**

*Goal 1—Accountability:* Hold local educational agencies accountable for student achievement in all programs and for all groups of students.

*Goal 2—Building Capacity:* Build local capacity to enable all students to achieve state standards.

*Goal 3—Professional Development:* Expand and improve a system of recruiting, developing, and supporting teachers that instills excellence in every classroom, preschool through adult.



*Goal 4—Technology:* Provide statewide leadership that promotes effective use of technology to improve teaching and learning; increase efficiency and effectiveness in administration of K–12 education, including student recordkeeping and good financial management practices; and provide broader and more effective communication among the home, school, district, county, and state.

*Goal 5—Learning Support Systems:* Establish and foster systems of school, home, and community resources that provide the physical, emotional, and intellectual support that each student needs to succeed.

*Goal 6—Adequate Flexible Funding:* Advocate additional resources and additional flexibility, and provide statewide leadership that promotes good business practices so that California schools can target their resources to ensure success for all students.

*Goal 7—Department Management:* Improve the effectiveness and efficiency of CDE.

## **CDE Organization**

### **EXECUTIVE OFFICE**

**State Superintendent of Public Instruction**  
**Jack O'Connell**

**(916) 319-0800**

The State Superintendent of Public Instruction is one of seven statewide constitutional officers in California and holds the only such office that is nonpartisan. The Superintendent is accountable to the people of California for administering and enforcing education law and regulations and for continuing to reform and improve public elementary and secondary school programs, adult education, and some preschool and child care programs.

The Superintendent is the executive officer and secretary of the State Board of Education and the director of the California Department of Education. CDE administers California's public education system at the state level. The Superintendent administers the day-to-day operation of CDE and is also responsible for two schools for the deaf, one school for the blind, and three diagnostic centers for neurologically disabled pupils.

In addition to serving as a University of California Regent, the Superintendent serves as an ex officio member of the California State University and the California Commission on Teacher Credentialing boards of trustees. The Superintendent also serves as an ex officio member or has representation on more than 70 boards, commissions, and committees established by the Department, the Legislature, or the Executive Branch.

## **CHIEF DEPUTY SUPERINTENDENT FOR POLICY AND PROGRAMS**

**Chief Deputy Superintendent**  
**Leslie Fausset**

**(916) 653-5875**  
**FAX (916) 657-4901**

The Chief Deputy Superintendent for Policy and Programs is responsible for managing and coordinating the functions of the Communications Office as well as three of the Department's branches: Child, Youth, and Family Services; Curriculum and Instructional Leadership; and Education Equity, Access, and Support. The Chief Deputy provides direction for the development and implementation of a statewide educational strategy for CDE and oversees specific program and policy operations. In collaboration with the Chief Deputy Superintendent for Accountability and Administration, the Chief Deputy Superintendent for Policy and Programs represents the State Superintendent in working with the U.S. Department of Education, the State Board of Education, the California Legislature, other state boards and commissions, county offices of education, and local school districts.

## **CHIEF DEPUTY SUPERINTENDENT FOR ACCOUNTABILITY AND ADMINISTRATION**

**Chief Deputy Superintendent**  
**Scott Hill**

**(916) 657-2644**  
**FAX (916) 657-4901**

The Chief Deputy Superintendent for Accountability and Administration is responsible for managing and coordinating the functions of the Accountability Branch; Finance, Technology, and Administration Branch; Government Affairs Branch; and Legal and Audits Branch, which includes the Office of Equal Opportunity. The Chief Deputy has broad oversight responsibility for state legislative initiatives and federal education legislation; school finance, local educational agency funding, and fiscal accountability; school accountability, assessment, research, evaluation, demographics, and school recognition; and statewide education fiscal policy.

Reporting to the Chief Deputy, the School and District Accountability Division oversees the state coordinated compliance review and program quality review processes, which are designed to ensure that schools and districts operate high-quality programs consistent with state and federal laws.

## **ACCOUNTABILITY BRANCH**

**Deputy Superintendent**  
**Paul Warren**

**(916) 657-4748**  
**FAX (916) 657-5351**

The Accountability Branch is responsible for programs designed to promote district and school accountability for improving student achievement. Within the branch, the Standards and Assessment Division develops and administers state student testing programs, such as the Standardized Testing and Reporting (STAR) assessments and the *California High School Exit Examination (CAHSEE)*. In addition, the division coordinates other K–12 tests, such as the *General Educational Development (GED)* examination and the National Assessment for Educational Progress (NAEP). The Policy and Evaluation Division supports research and evaluation activities and develops the Academic Performance Index (API) that is used to rank school performance.

## **CHILD, YOUTH, AND FAMILY SERVICES BRANCH**

**Deputy Superintendent**  
**Kathy Lewis**

**(916) 657-5232**  
**FAX (916) 657-5351**

The Child, Youth, and Family Services Branch is composed of the following divisions: Child Development, Learning Support and Partnerships, Management Systems, and Nutrition Services. The primary responsibilities of the branch are to provide leadership and support for child development, learning support, and nutrition programs. These programs enhance the health, well-being, and development of California's children, leading to their greater success in school. The branch administers school-linked coordinated services, child care and development, after-school care, health education, nutrition education, physical education, service-learning, teen pregnancy prevention, HIV/STD prevention, substance-abuse prevention, school and child care nutrition, food distribution, and pregnant and parenting student programs. Major programs include Healthy Start, After School Learning and Safe Neighborhoods Partnerships, Cal-SAFE, Cal-Serve, Tobacco-Use Prevention Education, Safe and Drug-Free Schools and Communities, CalWORKS child care, State Preschool, School Breakfast, and School Lunch.

## **CURRICULUM AND INSTRUCTIONAL LEADERSHIP BRANCH**

**Deputy Superintendent**  
**Joanne Mendoza**

**(916) 657-3043**  
**FAX (916) 657-4914**

The central mission of the Curriculum and Instructional Leadership (CIL) Branch is to support schools and districts so that California students achieve academic standards before graduation from high school. Within the branch, the School Improvement Division is responsible for the district and school intervention programs designed to improve student achievement in low-performing schools. The CIL Branch has a primary responsibility in assisting the State Board of Education in the adoption of K–12 curriculum frameworks and K–8 instructional materials aligned with curriculum standards. Units within the branch support statewide educational reform efforts in standards, accountability, and grade-span initiatives; promote equitable and effective educational programs; support the efforts of educators, families, and members of the community to work together; develop guidelines and handbooks for local educational agencies (LEAs) that support standards-based curricula; and provide technical assistance to help LEAs understand and implement reforms, statutes, regulations, and guidelines.

The branch also supports various professional development programs and works with the California Commission on Teacher Credentialing to improve professional standards and licensing criteria. In addition, the branch provides leadership and support to LEAs in the delivery of career development and workforce preparation services and programs. Branch staff also serve as liaisons to higher-education segments and provide policy analyses and support to the State Superintendent's roles as University of California Regent and California State University Trustee.

## **EDUCATION EQUITY, ACCESS, AND SUPPORT BRANCH**

**Deputy Superintendent**  
**Paula Mishima**

**(916) 657-2642**  
**FAX (916) 657-5005**  
**TDD (916) 654-5779**

The Education Equity, Access, and Support Branch is responsible for the administration of departmental activities relating to adult education, counseling, educational options, and safe schools; special education; and state special schools and services. Typically, staff members in this branch (1) administer adult education programs and provide leadership for counseling programs, continuation education programs, independent study programs, opportunity classes, and community day schools; (2) administer special education programs and develop plans to meet present and future needs as well as provide special materials and equipment for the special education population, implement court orders, and provide complaint resolutions; and (3) oversee the state special schools.

## **FINANCE, TECHNOLOGY, AND ADMINISTRATION BRANCH**

**Deputy Superintendent**  
**Susie Lange**

**(916) 657-5474**  
**FAX (916) 657-5210**

The Finance, Technology, and Administration Branch (FTAB) is composed of the following seven divisions: (1) CDE Press; (2) Educational Demographics; (3) Technology Services; (4) Fiscal and Administrative Services; (5) Personnel Services; (6) School Facilities Planning; and (7) School Fiscal Services. The branch is responsible for the internal budgetary services of CDE, personnel services to CDE staff, oversight of school facilities planning throughout California, development and preparation of education-related publications, apportionment of state and federal resources to local educational agencies (LEAs), assistance to LEAs for all business aspects of public schools, administration of California charter schools, provision of information systems and services to CDE and LEAs, collection and dissemination of demographic data on California's public schools and school districts, and development of education technology in LEAs.

## **GOVERNMENT AFFAIRS BRANCH**

**Deputy Superintendent**  
**B. Teri Burns**

**(916) 657-5360**  
**FAX (916) 657-4888**

The Government Affairs Branch is responsible for the administration of all departmental activities relating to state and federal legislation and the interests of the public in regard to that legislation. This branch (1) develops legislation to promote departmental goals; (2) determines the position of CDE on state legislation pertaining to public education, represents CDE on such matters, and maintains state legislative liaison; (3) represents CDE in regard to federal legislation and maintains congressional liaison; (4) facilitates communication between the State Superintendent and stakeholder groups; and (5) initiates and maintains contact with public interest groups concerning CDE's goals and programs.

**LEGAL AND AUDITS BRANCH AND OFFICE OF EQUAL OPPORTUNITY****General Counsel  
Linda A. Cabatic****(916) 657-2453  
FAX (916) 657-3844**

The Legal and Audits Branch is responsible for advising and representing CDE and the Superintendent of Public Instruction on legal matters and advises and represents the State Board of Education when there is no conflict of interest between CDE and the State Board of Education. The General Counsel coordinates CDE's external audit response program, including audits by the federal government; reviews departmentwide complaints; coordinates CDE's internal audits program, including audits to determine the economy and efficiency of program operations; and oversees the external audits and investigations program. The General Counsel also coordinates the investigations conducted by the Office of Equal Opportunity. In addition to general advice to the Department, the branch provides advice with respect to legislation and legal matters regarding other governmental agencies and the State Special Schools.

# State Board of Education

The State Board of Education was established first by statute in 1852, then by amendment to the California Constitution in 1884. Both the Constitution and statutes set forth the State Board's duties. The State Superintendent of Public Instruction is the secretary and executive officer of the State Board of Education.

The constitutional duties of the State Board are (1) the appointment of one deputy and three associate superintendents upon nomination of the State Superintendent of Public Instruction; and (2) the adoption of textbooks for use in grades one through eight.

The State Board, by statute, is the governing and policy-determining body of the California Department of Education (CDE). Statute also assigns the State Board a variety of other responsibilities, including:

- *Regulations.* The State Board adopts rules and regulations for its own government, the government of its appointees, and the government of the state's public schools.
- *Curriculum frameworks and instructional resources.* The State Board adopts curriculum frameworks in core subject-matter areas, including reading/language arts, foreign language, history–social science, health, mathematics, physical education, science, and the visual and performing arts. The frameworks inform and guide the local development and implementation of specific curricula for kindergarten through high school. The State Board also adopts instructional resources in core subject-matter areas for kindergarten through grade eight. The state provides local educational agencies special funding each year for the purchase of adopted instructional resources.
- *Study and planning.* The State Board is authorized to study education conditions and needs of the state and make plans for the improvement of the administration and efficiency of the public schools. The State Board, when authorized by statute, approves certain program plans for CDE.
- *Waivers.* The State Board considers requests from local educational agencies to waive statutory and regulatory requirements.
- *Standards.* The State Board approves statewide, rigorous academic standards for content and student performance in the core curriculum areas of language arts (including reading and spelling), mathematics, history–social science, and science.
- *Assessment.* The State Board adopts tests for the Standardized Testing and Reporting (STAR) program and the *California High School Exit Examination*. The State Board also approves the state's physical performance test, which is administered to students in grades five, seven, and nine.
- *School district reorganization.* The State Board reviews and acts on petitions to unify and reorganize school districts, determining whether the petitions meet statutorily established

criteria for approval and, if approved, setting the area in which the local election on each petition will be held.

- *Charter schools.* The State Board assigns numbers to petitions to establish charter schools under the Charter Schools Act of 1992. Subject to certain conditions and limitations, charter petitions may be submitted for approval directly by the State Board. The State Board and State Superintendent have joint approval authority over petitions to establish charter districts.
- *Funding allocations.* The State Board allocates certain state and federal funding sources.
- *Class size reduction.* The State Board has specific authority to approve certain classroom configurations within the Class Size Reduction Program.

Ten of the State Board's 11 members are appointed by the Governor to four-year, staggered terms, subject to confirmation by two-thirds vote of the Senate within one year of appointment. The 11th member, also appointed by the Governor and subject to confirmation by two-thirds vote of the Senate, is a student in a California public high school who serves a one-year term. The student member enjoys full voting rights and all other rights and privileges of membership. The current members are listed on the following page.

For more information, contact the State Board of Education Office at (916) 657-5478.

# CALIFORNIA STATE BOARD OF EDUCATION PUBLIC ROSTER

as of January 2, 2002

Name	Address/phone/e-mail	Took office	Term expires
<b>Mr. Robert J. Abernethy</b>	President Self-Storage Management Company American Standard Development Company P.O. Box 90855 Los Angeles, CA 90009-0855 (310) 642-0080	March 17, 2000	January 15, 2004
<b>Mr. Donald G. Fisher</b>	Chairman Gap, Inc. 1 Harrison Street San Francisco, CA 94105 (415) 427-2755	March 15, 2001	January 15, 2005
<b>Ms. Susan Hammer</b>	Mail information to State Board Office 721 Capitol Mall, Room 558 Sacramento, CA 95814 Contact Ms. Hammer: (408) 244-9566 E-mail: mayorsusan@aol.com	February 9, 1999	January 15, 2003
<b>Mr. Reed Hastings</b>	CEO NetFlix.com, Inc. 970 University Avenue Los Gatos, CA 95032 Office: (408) 399-3772 E-mail: hastings@arugula.com	February 25, 2000	January 15, 2004
<b>Mrs. Nancy Ichinaga</b>	Contact: State Board Office 721 Capitol Mall, Room 558 Sacramento, CA 95814 (916) 657-5478	February 25, 2000	January 15, 2004
<b>Mr. Carlton J. Jenkins</b>	Contact: State Board Office 721 Capitol Mall, Room 558 Sacramento, CA 95814 (916) 657-5478	February 9, 1999	January 15, 2002
<b>Mrs. Marion Joseph</b>	4 Pulitzer Drive Menlo Park, CA 94025 (650) 323-3825	August 14, 1997	January 15, 2002
<b>Mr. Joe Nuñez</b>	Executive Director, Region 2 Manager California Teachers Association Contact: State Board Office 721 Capitol Mall, Room 558 Sacramento, CA 95814 (916) 657-5478	October 26, 2001	January 15, 2002
<b>Ms. Vicki Reynolds</b>	Former Mayor of Beverly Hills Contact: State Board Office 721 Capitol Mall, Room 558 Sacramento, CA 95814 (916) 657-5478	February 9, 1999	January 15, 2003
<b>Dr. Suzanne A. Tacheny</b>	Executive Director California Business for Education Excellence 1215 K Street, Suite 1510 Sacramento, CA 95814 (916) 443-6411	March 15, 2001	January 15, 2005
<b>Ms. Erika I. Goncalves</b> <i>2001-2002 Student Member</i>	Contact: State Board Office 721 Capitol Mall, Room 558 Sacramento, CA 95814 (916) 657-5478 E-mail: Erika_gon@hotmail.com	September 5, 2001	July 31, 2002

## State Board Office Staff

721 Capitol Mall, Room 558, Sacramento, CA 95814  
(916) 657-5478; FAX (916) 653-7016

**John Mockler**, *Executive Director*  
**Phil Garcia**, *Deputy Executive Director*  
**Raneene Belisle**, *Chief Counsel*  
**Camille Esch**, *Education Policy Consultant*  
**Deborah Franklin**, *Education Policy Consultant*

**Greg Geeting**, *Assistant Executive Director*  
**Hazel Bailey**, *Executive Assistant*  
**Robin Jackson**, *Executive Secretary*  
**Katherine Gales**, *Office Technician*



# County Offices of Education

There are 58 county offices of education that provide services to the state's school districts. The county offices have elected governing boards and are administered by elected or appointed county superintendents.

The county superintendent is responsible for examining and approving school district budgets and expenditures. With the passage of Assembly Bill 1200 (1991), the county superintendent has additional powers to enforce sound budgeting to ensure the fiscal integrity of the district. The superintendent is also responsible for calling school district elections and assisting with school district emergencies by providing necessary services.

County offices of education support school districts by performing the tasks that can be done more efficiently and economically at the county level. The county offices provide or help formulate new curriculum, staff development and training programs, and new instructional procedures; design business and personnel systems; and perform many other services to meet changing needs and requirements. When economic or technical conditions make county or regional services most appropriate for students, county offices provide a wide range of services, such as special and vocational education, programs for youths at risk of failure, and instruction to youths in juvenile detention facilities.

## Local Control

Although the California public schools system is a statewide system under the policy direction of the Legislature, more local responsibility is legally granted to school districts and county education officials than to other government entities and officials.

Statutes relating to school districts, county boards of education, and county superintendents of schools operate differently than any other California statutes. Because the plenary power to make state policy and law rests with the Legislature, the general rule of law is that an agency of government is permitted to do only that which is authorized by statute; it cannot do or undertake any program or activity simply because it is not prohibited. In 1972, however, the voters amended the California Constitution. As a result, the general rule has been altered only for school districts. Thus, laws relating to local schools occupy a unique constitutional position.

Under this "permissive education code," as long as statutes do not prohibit the program or activity and it is consistent with the purposes for which school districts are established, it can be undertaken. In other words, it is constitutionally unnecessary to enact any statutes that merely allow or permit school districts, at their discretion, to do something.

# Education Statistics

## (California Basic Educational Data System—CBEDS)

The California Basic Educational Data System, otherwise known as CBEDS, is a system for collecting and sharing demographic data about students, schools, school districts, and classified and professional education staff in the California public school system in kindergarten through grade twelve. The data are collected once a year on a Wednesday in early October that is designated as “Information Day.”

The data are collected on three different forms. Each district and county office of education completes a form providing information about classified staff, teacher shortage and demand, and adult education. Each public school completes a form providing information about classified staff; graduates; dropouts; alternative education; and school enrollment by grade level, gender, and ethnic designation. Finally, for each certificated staff member, data are collected about age; ethnic designation; gender; highest education level; years of service; type of teaching credential; and assignments, enrollment, and grade level for each course taught.

A number of alternatives are available to school districts for submitting the required data. Paper submission has always been an option. Some of the larger districts submit data in computer files. For school and certificated staff data submission, data entry assistant programs are available on CD-ROM. At the school level, data entry assistant software can be downloaded from the Internet.

CBEDS was originally designed to produce state and federal reports required by California’s *Education Code* and by federal statutes. CBEDS is also used to compute funding for many of the state programs, including School Improvement, Mentor Teacher, Tenth Grade Counseling, Instructional Materials, Vocational Education, Tobacco-Use Prevention, Safe and Drug-Free Schools, Healthy Start Support Services grants, the California Technology Assistance Project, and the district Special Education 10 percent enrollment funding limit.

CBEDS data are available to schools, districts, parents, government groups, control agencies, California Department of Education staff, the media, and the general public. The public may view data in a variety of formats at the Web site <<http://www.cde.ca.gov/demographics>>:

- DataQuest lets users create their own reports of demographic data for public schools, districts, counties, or the state.
- Demographic reports are viewable and show trends in demographic data for California public schools, K–12.
- Demographic data files are compressed data files in DBF format that can be downloaded for California public schools, K–12.

For more information, contact Educational Demographics at (916) 327-0219.

**Enrollment in California Public Schools,  
1998-99 Through 2000-01**

Grade Level	Number of schools, 2000-01*	Enrollment			Percent increase or decrease	
		2000-01	1999-00	1998-99	Between 1999-00 and 2000-01	Between 1998-99 and 2000-01
K	5,393	459,771	459,742	459,262	0.0	0.1
1	5,421	487,058	484,503	485,781	0.5	0.3
2	5,427	490,510	485,096	487,454	1.1	0.6
3	5,450	482,278	488,955	489,702	-1.4	-1.5
4	5,423	489,043	489,312	462,241	-0.1	5.8
5	5,408	490,557	464,339	451,602	5.6	8.6
6	3,876	464,494	451,758	433,720	2.8	7.1
7	2,309	458,823	438,999	431,003	4.5	6.5
8	2,366	441,877	431,652	424,768	2.4	4.0
Ungraded elementary	1,820	50,908	53,764	59,548	-5.3	-14.5
<b>Subtotal elementary</b>	<b>7,256</b>	<b>4,315,319</b>	<b>4,248,120</b>	<b>4,185,081</b>	<b>1.6</b>	<b>3.1</b>
9	1,817	485,910	482,270	468,162	0.8	3.8
10	1,925	455,134	444,064	433,528	2.5	5.0
11	1,892	409,119	401,246	390,742	2.0	4.7
12	1,847	357,789	347,813	334,852	2.9	6.8
Ungraded secondary	428	27,624	28,099	31,746	-1.7	-13.0
<b>Subtotal secondary</b>	<b>2,054</b>	<b>1,735,576</b>	<b>1,703,492</b>	<b>1,659,030</b>	<b>1.9</b>	<b>4.6</b>
<b>State totals</b>	<b>8,761</b>	<b>6,050,895</b>	<b>5,951,612</b>	<b>5,844,111</b>	<b>1.7</b>	<b>3.5</b>

Source: CBEDS data collection, Educational Demographics, October 2000

\*Number of schools that reported enrollment in each grade

## Enrollment and Number of California Public Schools, by Grade Span, 2000-01

Elementary Schools			Kindergarten-Grade 12 Schools			High Schools		
Grade	Number	Enrollment	Grade	Number	Enrollment	Grade	Number	Enrollment
Kdgn.	14	2,478	K-12	35	27,685	6-12	7	8,142
K-1	20	5,484	other**	19	3,719	7-12	39	30,974
K-2	55	24,503	Total	54	31,404	8-12	14	24,527
K-3	111	45,958	Community Day Schools			9-9	7	1,455
K-4	96	53,181	2-6	7	111	9-11	14	12,080
K-5	2,286	1,465,183	4-6	6	32	9-12	826	1,479,195
K-6	1,993	1,226,116	5-6	7	38	10-12	7	6,117
K-7	29	12,048	6-8	9	79	other**	21	6,011
K-8	566	230,054	6-12	6	1,214	Total	935	1,568,501
K-12	7	1,524	7-8	33	460	Continuation High Schools		
1-5	10	6,358	7-10	7	79	7-12	19	3,679
1-6	14	5,682	7-12	26	2,241	8-12	19	3172
1-8	9	1,916	8-8	10	68	9-10	10	277
2-6	7	3,308	8-11	7	51	9-11	8	172
3-5	35	18,910	8-12	14	674	9-12	302	42,138
3-6	15	7,598	9-9	6	50	10-12	115	11,809
3-8	9	2,658	9-10	8	78	11-12	16	1313
4-5	13	6,203	9-11	13	235	other**	34	5,842
4-6	24	13,324	9-12	24	839	Total	523	68,402
4-8	20	8,784	other**	61	1,284	Special Education Schools		
5-8	6	1,899	Total	244	7,533	Kdgn.	7	778
other**	29	8,598	Alternative Schools			K-12	40	17,008
Total	5,368	3,151,767	K-8	25	3,726	other**	78	12,156
Middle Schools			K-12	58	20,517	Total	125	29,942
4-8	24	13,609	1-12	15	3,149	All Other School Types*		
5-8	47	39,920	3-12	6	1,333	K-12	13	19,339
6-7	6	2,891	6-12	6	2,402	6-12	12	2,503
6-8	736	733,474	7-12	19	7,104	7-12	22	3,812
7-8	324	272,921	8-12	6	833	8-12	11	1,930
other**	19	12,150	9-12	57	16,358	9-12	13	2,953
Total	1,156	1,074,965	10-12	9	684	other**	29	9,608
Junior High Schools			other**	34	2,766	Total	100	40,145
7-9	14	14,495	Total	235	58,872	State Totals		
other**	7	4,869				All schools	8,761	6,050,895
Total	21	19,364						

Source: CBEDS data collection, Educational Demographics, October 2000

Note: Grade span is the range of grades for which a school has reported enrollment. It may not represent all grades that a school supports. For instance, a small school may serve grades K-6, but if no kindergartners enrolled in 2001-01, the grade span would be 1-6.

\*Includes juvenile hall, court, county community, opportunity, California Youth Authority, and state special schools

\*\*Represents schools with various grade spans that are less common (five or fewer schools with those particular grade spans)

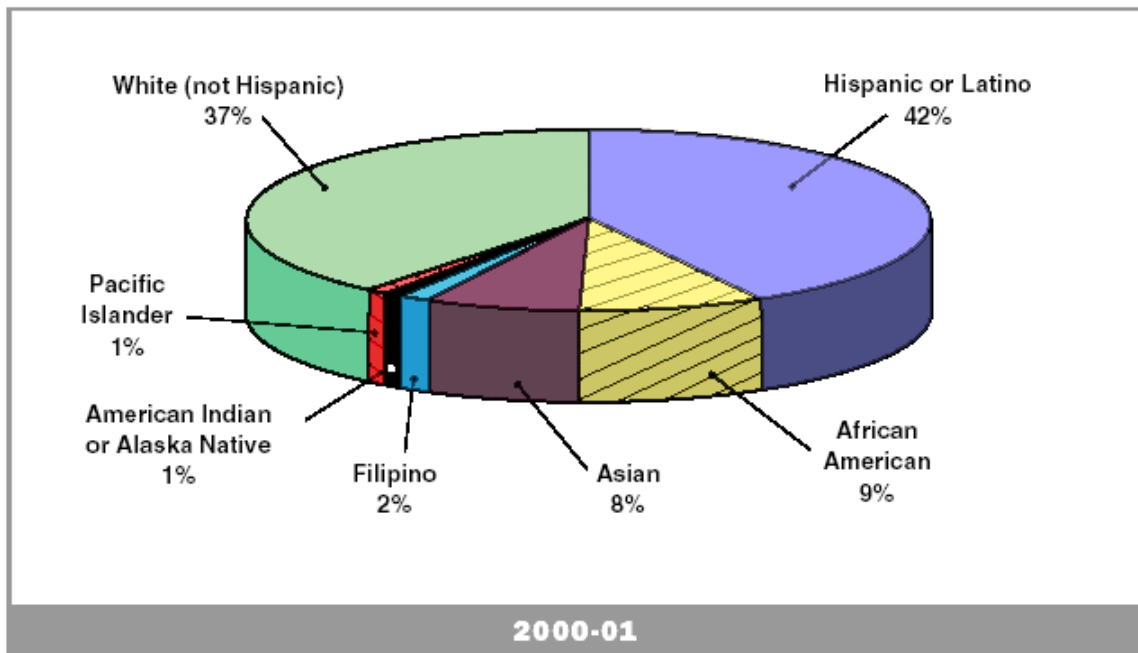
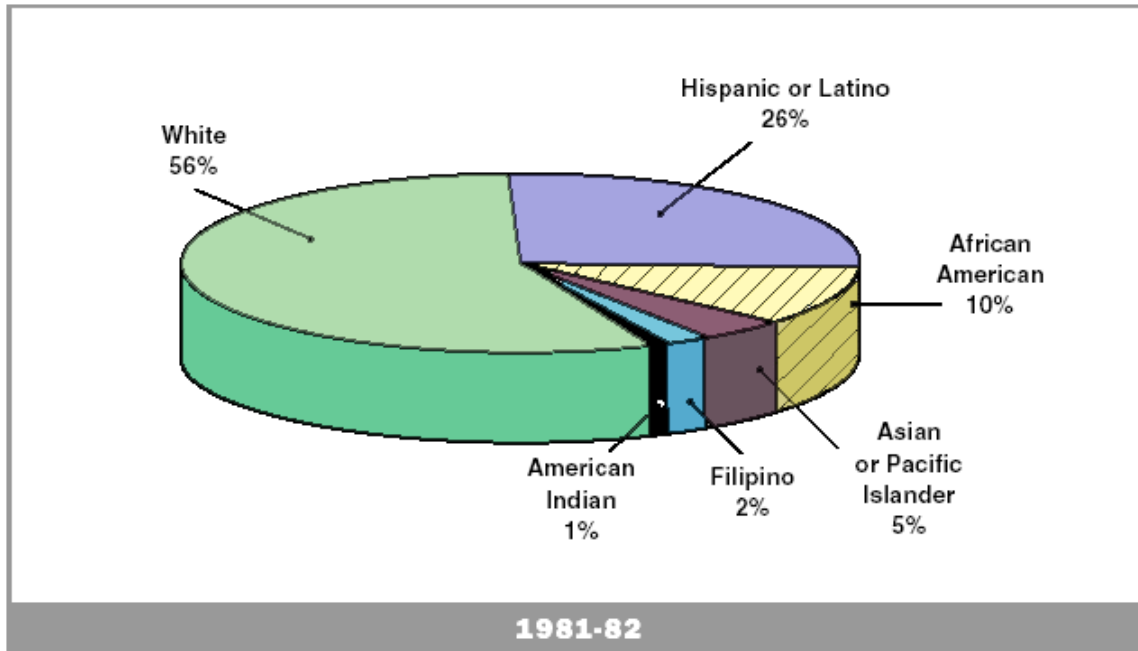
**California's Largest and Smallest Public School Districts, 2000-01**  
(Includes County Offices of Education)

Rank	County	District	Enrollment	Cumulative enrollment	Cumulative enrollment percent
1	Los Angeles	Los Angeles Unified.	721,346	721,346	11.92
2	San Diego	San Diego City Unified.	141,804	863,150	14.26
3	Los Angeles	Long Beach Unified.	93,694	956,844	15.81
4	Fresno	Fresno Unified.	79,007	1,035,851	17.12
5	Orange	Santa Ana Unified.	60,643	1,096,494	18.12
6	San Francisco	San Francisco Unified.	59,979	1,156,473	19.11
7	Alameda	Oakland Unified.	54,863	1,211,336	20.02
8	Sacramento	Sacramento City Unified.	52,734	1,264,070	20.89
9	San Bernardino	San Bernardino City Unified.	52,031	1,316,101	21.75
10	Sacramento	San Juan Unified.	50,266	1,366,367	22.58
11	Orange	Garden Grove Unified.	48,742	1,415,109	23.39
12	Sacramento	Elk Grove Unified.	47,736	1,462,845	24.18
13	Orange	Capistrano Unified.	45,074	1,507,919	24.92
14	Riverside	Riverside Unified.	38,124	1,546,043	25.55
15	San Joaquin	Stockton City Unified.	37,573	1,583,616	26.17
16	Riverside	Corona-Norco Unified.	37,487	1,621,103	26.79
17	San Bernardino	Fontana Unified.	37,244	1,658,347	27.41
18	Contra Costa	Mt. Diablo Unified.	36,648	1,694,995	28.01
19	San Diego	Sweetwater Union High.	35,330	1,730,325	28.60
20	Orange	Saddleback Valley Unified.	35,199	1,765,524	29.18
21	Los Angeles	Montebello Unified.	34,794	1,800,318	29.75
22	Contra Costa	West Contra Costa Unified.	34,499	1,834,817	30.32
23	Los Angeles	Pomona Unified.	34,479	1,869,296	30.89
24	Santa Clara	San Jose Unified.	33,015	1,902,311	31.44
25	Riverside	Moreno Valley Unified.	32,730	1,935,041	31.98
1031	Trinity	Coffee Creek Elementary	28	6,050,522	99.99
1032	Santa Barbara	Casmalia Elementary	27	6,050,549	99.99
1033	Trinity	Trinity Center Elementary	26	6,050,575	99.99
1034	Trinity	Cox Bar Elementary	25	6,050,600	100.00
1035	Shasta	Whitmore Union Elementary	24	6,050,624	100.00
1036	Sierra	Sierra County Office of Education	24	6,050,648	100.00
1037	Marin	Union Joint Elementary	22	6,050,670	100.00
1038	Humboldt	Green Point Elementary	18	6,050,688	100.00
1039	Humboldt	Maple Creek Elementary	18	6,050,706	100.00
1040	Shasta	French Gulch-Whiskeytown Elementary	18	6,050,724	100.00
1041	Marin	Laguna Joint Elementary	17	6,050,741	100.00
1042	Sonoma	Kashia Elementary	15	6,050,756	100.00
1043	Stanislaus	La Grange Elementary	15	6,050,771	100.00
1044	Placer	Emigrant Gap Elementary	14	6,050,785	100.00
1045	Marin	Lincoln Elementary	13	6,050,798	100.00
1046	Siskiyou	Bogus Elementary	13	6,050,811	100.00
1047	Siskiyou	Little Shasta Elementary	13	6,050,824	100.00
1048	Kern	Blake Elementary	12	6,050,836	100.00
1049	San Benito	Panoche Elementary	12	6,050,848	100.00
1050	El Dorado	Silver Fork Elementary	10	6,050,858	100.00
1051	Lassen	Ravendale-Termo Elementary	9	6,050,867	100.00
1052	Plumas	Plumas County Office of Education	9	6,050,876	100.00
1053	San Benito	Jefferson Elementary	9	6,050,885	100.00
1054	Tehama	Mineral Elementary	9	6,050,894	100.00
1055	Alpine	Alpine County Office of Education	1	6,050,895	100.00

Source: CBEDS data collection, Educational Demographics, October 2000

Statewide total enrollment is 6,050,895

## California Schools' Changing Ethnic Makeup



Source: CBEDS data collection, Educational Demographics, October 2000

## Teacher Credentials and Experience, 1997-98 Through 2000-01

Credentials											
Year	Number of teachers	Full credential	%	University intern	%	District intern	%	Emergency	%	Waiver	%
1997-98	271,213	236,803	87.3	1,855	0.7	1,570	0.6	28,169	10.4	3,087	1.1
1998-99	284,030	248,588	87.5	2,523	0.9	2,327	0.8	34,196	12.0	3,695	1.3
1999-00	292,055	251,468	86.1	3,710	1.3	2,495	0.9	37,271	12.8	4,220	1.4
2000-01	301,361	258,934	85.9	4,205	1.4	2,179	0.7	34,670	11.5	3,348	1.1
Experience											
Year	Average years teaching		Average years in district		Number of first-year teachers		Number of second-year teachers				
1997-98	13.2		10.7		25,935		20,847				
1998-99	12.9		10.4		24,820		23,604				
1999-00	12.7		10.3		23,260		22,627				
2000-01	12.6		10.3		24,824		21,005				

*Note:* Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, percentages shown on this report will not add up to 100%.

## Number and Percent of Teachers in Selected Age Groups, 2000-01

Age group	Number of teachers	Percent of teachers
Over 55	41,066	13.6
46 to 55	93,811	31.1
Under 46	164,241	54.5
Not reported	2,243	0.7
Total	301,361	100.0

*Source:* CBEDS data collection, Educational Demographics, October 2000

## Full-Time Equivalent Pupil Services Staff in California Public Schools 1987-88 Through 2000-01

Type of staff	2000-01		1992-93		1987-88	
	Full-time equivalent staff*	Approximate ratio of staff to students	Full-time equivalent staff*	Approximate ratio of staff to students	Full-time equivalent staff*	Approximate ratio of staff to students
Counselors	6,401	1:945	4,999	1:1,039	5,025	1:893
Psychologists	3,590	1:1,685	2,631	1:1,975	2,237	1:2,006
Librarians	1,274	1:4,750	760	1:6,837	1,004	1:4,471
Social workers	223	1:27,179	120	1:43,298	94	1:47,749
Nurses	2,469	1:2,450	2,004	1:2,593	1,871	1:2,399
Speech/language/hearing specialists	3,954	1:1,530	1,425	1:3,646	1,043	1:4,303
Resource specialists	471	1:12,847	696	1:7,465	931	1:4,821
Other pupil services staff	2,623	1:2,307	1,786	1:2,909	1,663	1:2,699
State totals	21,005		14,421		13,868	

\*Rounded to the nearest whole number.

## Number of Computers Used for Instruction-Related Purposes and Number of Classrooms with Internet Access in California Public Schools, 2000-01

Type of school	Number of schools	Enrollment	Number of computers	Number of students per computer	Number of classrooms w/ Internet
Elementary schools	5,368	3,151,767	431,978	7.3	96,371
Middle and junior high schools	1,177	1,094,329	165,389	6.6	33,800
High schools	935	1,568,501	254,697	6.2	49,908
Continuation and alternative schools	758	127,274	23,908	5.3	4,650
Other schools	523	109,024	23,187	4.7	4,894
State totals	8,761	6,050,895	899,159	6.7	189,623

Source: CBEDS data collection, Educational Demographics, October 2000



# Compulsory Education and Minimum School-Admission Age

State law requires all minors ages six years and older to attend school, except for 16- and 17-year-olds who have graduated from high school or have passed the *California High School Proficiency Examination* and obtained parental permission to leave school.

Children younger than 16 years of age must attend school full time. Schools are generally required to provide a minimum of 175 instructional days. Further, the law specifies a minimum number of minutes of attendance by grade level. Several full-time and part-time alternatives to regular high school are available to 16- and 17-year-olds, including “continuation” classes, regional occupational programs, and adult education courses.

## **Kindergarten**

Kindergarten attendance is not required by law, but parents have the right to enroll their eligible children in public school kindergarten if they wish. Schools must admit children who have attained legal age. Admission must occur at the beginning of the school year or whenever the students move into the school district. The overwhelming majority of kindergartners must be five years old on or before December 2 of that school year. Due to new legislation that affects a very small number of school districts, children whose fifth birthday occurs on or before September 1 of that school year are eligible for kindergarten. Participating districts will be selected by summer 2002.

For additional information on kindergarten enrollment, go to CDE’s Web site at [<http://www.cde.ca.gov/ri/kinder.html>](http://www.cde.ca.gov/ri/kinder.html).

## **First Grade**

For a child to enter public school first grade in September, his or her sixth birthday must fall on or before December 2 of the same year—with few exceptions. The parents of children who had reached the age of five and were individually admitted to kindergarten mid-session have the right to place those children in first grade immediately upon the completion of one year of kindergarten. Additionally, children who are at least five years old and are enrolled in public school kindergarten may be placed in the first grade at any time if they meet certain criteria showing that they are very advanced for their age.

Children transferring from one school district to another may, at the discretion of the administrators of the receiving school district, be admitted to the same grade in the receiving school district as the grade they attended in the sending school.

For more information, contact Kim Clement, School Fiscal Services Division, at (916) 327-0857.

# Immunization and Health Checkup

California law requires each child to have up-to-date immunizations. Children are exempt from immunization requirements when (1) their parents sign a statement at the school indicating that such immunization is contrary to their beliefs; or (2) the parents submit a statement from a physician indicating that immunization is not considered safe for the child. An exemption may be temporary or permanent and may be for specific or all vaccines.

State law also requires each child's family to provide, within 90 days of entrance into the first grade, a certificate documenting that the child has received a health checkup within the prior 18 months. Parents may waive the health checkup requirement because they do not want or are unable to obtain a health screening for their child. If the waiver indicates that the parents were unable to obtain such services, then the reasons must be included in the waiver. Law requires school districts to exclude any first grader up to five days if the child has neither a health examination certificate nor a parental waiver 90 days after entering the first grade.

Some children may be eligible for a state-paid examination. Referrals to doctors and clinics are provided on request by the Child Health and Disability Prevention (CHDP) Program coordinator of the local health department. Children through age 18 may receive a free checkup funded by CHDP if their families meet specific income guidelines. Most county health departments have a CHDP coordinator who can advise parents regarding eligibility.

All children under eighteen years of age entering a California public or private elementary or secondary school for the first time, or transferring between schools, must present a written immunization record, including at least the month and year of receipt of each dose of required vaccines (or an exemption to the immunization requirements). Otherwise, the child will not be allowed to attend school.

To meet California's school entry requirements, children entering kindergarten will need a total of five DTP (diphtheria, tetanus, and pertussis) immunizations; four polio immunizations; two MMR (measles, mumps, rubella) immunizations; three hepatitis B immunizations; and one varicella (chicken pox) immunization. Students entering seventh grade must show proof of three hepatitis B shots and a second measles (or MMR) shot. Students can be admitted if they have had at least the first in the three-shot hepatitis B series on condition that the remaining shots are completed when due.

Contact local county health departments for more specific information on requirements relating to the number of vaccine doses and the ages at which vaccines are to be given. In some cases, in addition to the month and year of the immunization, the day is also required. Some counties now require that students entering school at specific grade levels show the results of tuberculosis skin tests.

For more information, call your school district, county office of education, or county health department or go to the California Department of Health Services' Immunization Branch Web site at <http://www.dhs.ca.gov/ps/dcdc/izgroup>.

# Public Access

The subjects explained here include some of the most frequently asked questions concerning public access and other *Education Code* sections.

## **Public Records Act—Government Code Section 6250 et seq.**

Public records include any writing containing information related to the conduct of the public business that is prepared, owned, used, or retained by any state or local agency, regardless of the physical form or characteristics of the public business. Public records are open to inspection at all times during the office hours of the state or local agency. Every person has a right to inspect any public record and obtain a copy for a fee unless, pursuant to specific statutory standards, it may be kept confidential. Agency regulations may be adopted stating the procedures to be followed when making records available.

## **Open Meetings (Brown Act)—Government Code Section 54950 et seq. and Education Code Sections 35145 and 35145.5**

Generally, public agencies are required by law to conduct their business in an open forum. However, the Legislature recognizes the need for these agencies to meet, on occasion, in private forum. For example, certain matters concerning personal privacy of public employees or litigation strategy are more appropriately discussed in a closed, rather than open, session.

Agencies are required to provide agendas at least 72 hours prior to each regular meeting; the agenda must contain a brief description of each item to be considered. Local bodies are required to take steps to ensure public participation in the meetings. Minutes shall be taken and are public records. Boards shall adopt regulations governing the procedures to be followed to (1) ensure that members of the public may place items on the agenda for consideration; and (2) permit the public to address the board regarding items on the agenda as they are deliberated. These regulations shall not preclude the board addressing matters not on the agenda that a member of the public wishes to bring before the board, provided that no action may be taken on such matters at the same meeting at which the testimony is taken.

## **Civic Center Act—Education Code Section 38130 et seq.**

Every public school facility is considered a civic center where citizens, school-community councils, and clubs as well as senior, recreation, education, political, artistic, and other organizations may meet. The school district may grant the use of the school facilities and grounds upon certain terms and conditions deemed proper by the governing board, subject to specified limitations, requirements, and restrictions set forth within the law.

## **Pupil Records—Education Code Section 49060 et seq.**

Except for certain directory information, such as a student's name, address, telephone number, and certain other information disclosable by the school district, pupil records are not disclosable

without parental consent, except to certain specified governmental entities and school employees. Parents have an absolute right of access to their children's records and may formally challenge the contents. School districts and private schools are required to transfer a pupil's records to each other when the student changes schools. School districts must notify parents of their rights under the pupil records law (*Education Code* Section 49063).

**Grades—*Education Code* Sections 49066 and 49070(b)**

The grade given to each pupil by the teacher of the course, in the absence of clerical or mechanical error, bad faith, incompetency or fraud, shall be final. Neither the local governing board nor superintendent shall order a grade changed without first giving the teacher who has assigned the grade the opportunity to state orally or in writing the reasons for which the grade in question was given.

**Promotion and Retention—*Education Code* Sections 48070 and 48070.5**

School districts shall adopt policies regarding promotion and retention of students pursuant to the standards in *Education Code* Section 48070.5, including an opportunity for the student's parent to consult with the school principal and the responsible teacher(s) before a decision to promote or retain is made and to appeal the decision. There shall be notification when a student is identified as being at risk of retention.

# Immigration Status of Students—Proposition 187 of 1994 and Welfare Reform Act of 1996

The issue of illegal immigration in California has resulted in a variety of laws and legal challenges.\* Critics have suggested that school-age children residing illegally in California should be denied a free public education. Regardless of individual opinion, current law requires:

- Free public K–12 education for all school-age children in California, regardless of alienage; and
- Compulsory school attendance of each person in California between the ages of six and eighteen, regardless of alienage.

Although age and residency must be established, there is no requirement that citizenship be established. As discussed below, even inquiring about citizenship as a condition of enrollment is currently prohibited.

## **Plyler v Doe**

On September 27, 1981, the California State Board of Education filed an amicus curiae brief with the United States Supreme Court in the case of *Plyler v Doe*, 457 US 202 (1982). In arguing against Texas statutes that denied public school enrollment and withheld state funds from local school districts for children “illegally admitted” to the United States, the State Board of Education stated:

As educators concerned with the provision of quality education for all children and for the improvement of society through an educated population, the California State Board of Education believes strongly that there is no rational educational or fiscal purpose in excluding children of illegal aliens from receiving the educational opportunities available to all other children. (Amicus Curiae Brief at p. 27)

Consistent with the State Board’s position, the U.S. Supreme Court held the Texas statute unconstitutional because it violated the equal protection clause of the 14th Amendment to the United States Constitution, which protects “any person,” not just “any citizen.” Because the *Plyler* decision applies to every state and is still valid, the same test of constitutionality applies to any state law that conditions California school attendance on citizenship.

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\*In 1994 California voters enacted Proposition 187, which placed severe restrictions on benefits provided to illegal immigrants. This proposition was challenged in court. The court later determined that many of the proposition’s provisions were unconstitutional and unenforceable.

## **Welfare Reform Act of 1996**

Provision of public services to immigrants is addressed in the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996. Certain public health and welfare benefits are denied to aliens who are not “qualified” under the terms of the Act. This prohibition does not extend to basic public education. Section 433(a)(2) of Title IV (*U.S. Code*, Title 8, Section 1643[a][2]) specifically states, “Nothing in this title may be construed as addressing alien eligibility for a *basic public education* [emphasis added] as determined by the Supreme Court of the United States under *Plyler v Doe*, 457 US 202 (1982).”

Until and unless the United States Supreme Court reverses its holding in *Plyler*, all districts must offer a free public education, without regard to alienage, to all school-age children whose parent or guardian is currently living within a district’s geographical boundaries.

# High School Graduation and College Admission Requirements

## **Graduation Requirements**

To receive a high school diploma, students must fulfill state and district course requirements. State-mandated graduation requirements, which are the state minimums, are as follows: three years of English; two years of mathematics (including algebra I beginning in 2003-04); three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics); two years of science (including biology and physical science); two years of physical education; and one year of foreign language or visual and performing arts. Recognizing that these 13 years of preparation are state minimums, local school boards often set local graduation requirements that exceed these state-mandated requirements. (Please refer to the Assessment section for information on the *California High School Exit Examination* and two methods of earning a high school diploma or its equivalent: the *California High School Proficiency Examination* and the *General Educational Development* test.)

## **College Admission Requirements**

Students planning to apply to a four-year California state university are required to complete course work that exceeds the state-mandated requirements for high school graduation.

High school graduates applying to a campus within The California State University (CSU) system must complete four years of English; three years of mathematics, including algebra, geometry, and intermediate algebra; one year of U.S. history and government; one year of a laboratory science; two years of the same foreign language; one year of visual and performing arts; and three years of electives from two academic fields. The total number of years of preparation for students applying to a CSU campus is 15. Beginning in 2003, incoming first-year students must have two years of history–social science and two years of a laboratory science.

High school graduates applying for admission to the University of California (UC) must complete four years of English; three years of mathematics, including algebra and geometry (four years of mathematics recommended); two years of history–social science, including one year of U.S. government and one year of world history, culture, and geography; two years of a laboratory science (three years recommended); two years of the same foreign language (three years recommended); and two years of electives in academic disciplines. Beginning in 2003, students applying to UC must have completed one year of visual and performing arts, and the electives requirement will be reduced to one year. The total number of years of course work for students applying to UC is 15, with seven of those years of course work occurring during the last two years of high school.

For more information on the high school graduation and college admission requirements, contact Ron Fox at (916) 323-6134.

# State Board of Education Waivers

A waiver is a grant of authority by the State Board of Education (SBE) to a governing board of a district, county office of education (COE), or special education local plan area (SELPA) to provide an **alternative to a legal mandate or prohibition**.

**General Waiver** (Authority granted to SBE by *Education Code [E.C.]* sections 33050–33053)

The SBE may waive almost all *E.C.* and *California Code of Regulations* provisions (*Title 5*), with the exceptions listed in *E.C.* 33050(a)(1 to 19). Exceptions include many of the attendance accounting and revenue limit sections, class size reduction programs (K–3), and all Standardized Testing and Reporting testing provisions. Any new law or regulation may be waived under this provision unless the bill adds that particular statute to the list of exceptions or contains specific language that the new statute “may not be waived by the SBE.” The local process for general waivers requires a properly noticed, local public hearing; participation of the local bargaining unit; and participation by any school site council or other advisory body appropriate to the topic.

Any and all general waivers must be **approved except** when the Board finds *one or more* of the following seven reasons to deny:

- The students’ educational needs are not adequately addressed.
- The waiver affects a program that requires the existence of a school site council, and the school site council did not approve the request.
- The appropriate councils or advisory committees, including bilingual advisory committees, did not have an adequate opportunity to review the request, and the request did not include a written summary of any of these groups’ objections to the request.
- Pupil or school personnel protections are jeopardized.
- Guarantees of parental involvement are jeopardized.
- The request would substantially increase state costs.
- The exclusive representative of employees, if any, was not a participant in the waiver’s development.

If a general waiver is approved for two consecutive years for the same waiver (or for an initial period of two years), the district or COE is given a “permanent” waiver, and it does not need to reapply annually “if information contained on the request remains current” (*E.C.* 33051[c]). However, the SBE may require updated information or rescind these waivers at any time. General waivers (if properly complete and documented) that the SBE has not acted on within two regular meetings are automatically approved “by default” for a period of one year (*E.C.* 33052).

**Specific Waivers** (Authority found in many other *E.C.* sections)

This type of waiver is usually limited to a specific type of program. For example, most special education waivers, which must show a benefit to a child based on his or her individual education, can be granted under the authority of *E.C.* 56101. Some waivers also have specific limitations as to the length of time that they can be granted.

For further information or forms, call the CDE Waiver Office at (916) 654-6653 or go to the Web site <<http://www.cde.ca.gov/waiver>>.



# Assessment

## **Standardized Testing and Reporting Program**

In 1997 Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) program, which replaced the statutorily established, voluntary Pupil Testing Incentive Program (Assembly Bill 265, Statutes of 1995). Beginning with the 1997-98 school year, the STAR program required that all California public school students in grades two through eleven take a nationally norm-referenced standardized examination in English each spring to measure achievement in basic academic skills. The test designated by the State Board of Education (SBE) for the first five years of the program was the *Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)*.

The current STAR Program has three components: the *Stanford 9*, published by Harcourt Educational Measurement; *California Standards Tests (CSTs)*, produced for California public schools; and the *Spanish Assessment of Basic Education, Second Edition (SABE/2)*, an achievement test in Spanish published by CTB/McGraw-Hill.

All students, including English learners and students in special education programs, must take the *Stanford 9* and the *CSTs* in English. Students in grades two through eight are tested in reading, written expression, spelling, and mathematics; students in grades nine through eleven are tested in reading, written expression, mathematics, history–social science, and science. Only students whose individualized education programs (IEPs) or 504 plans (for children with specific needs) explicitly exempt them from the STAR testing requirements are tested with alternative assessments.

The *CSTs* are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The *CSTs* in English–language arts and mathematics for grades two through eleven became part of the STAR program in 1999. Standards tests in history–social science and science for grades nine through eleven were added in 2001. Writing tests for grades four and seven, requiring students to write an essay in response to an assigned task, were also added in 2001. The *CSTs* for 2001 included questions from the *Stanford 9* English–language arts tests for grades two through eleven and mathematics tests for grades two through seven aligned to state-adopted standards, along with additional test questions that address the standards.

The SBE approved five performance levels for reporting results of the *California Standards Tests*: advanced, proficient, basic, below basic, and far below basic. Performance levels describe student achievement with respect to the California *English-Language Arts Content Standards*. Individual student and group results of the 2001 administration of the *California English-Language Arts Standards Test* were reported using performance levels.

The 2001 writing tests results for grades four and seven were incorporated into the English-language arts performance levels for those two grades during fall 2001. Performance levels are

scheduled to be used to report individual and group results for spring 2002 *CSTs* in mathematics, history–social science, and science.

In addition to taking the designated STAR tests in English, Spanish-speaking English learners who have been enrolled in California public schools less than 12 months are required to take the *SABE/2*. The *SABE/2* was designated by the State Board of Education for use with students whose primary language is Spanish. This part of the STAR program is optional if the students have been enrolled in California public schools more than 12 months.

Individual written reports of student performance for the STAR program must be provided to parents within 20 working days after districts receive the reports. School-, district-, county-, and state-level reports, disaggregated by students' language fluency, gender, economic status, and special education participation, must be distributed to district and county officials by the California Department of Education (CDE) and posted on the Internet by August 15 of each year. More information about the STAR program is available at <<http://www.cde.ca.gov/statetests/star/>>.

## **High School Exit Examination**

Senate Bill 2X, Statutes of 1999, established the *California High School Exit Examination (CAHSEE)*, to be developed in accordance with SBE-adopted content standards in language arts and mathematics. The Legislature indicated its intent to set higher standards for high school graduation “in order to significantly improve pupil achievement in high school and to ensure that pupils who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics” (SB 2X, Section 1[b]).

Beginning in 2004 no student will receive a high school diploma without having passed the *CAHSEE*. Students will have to meet district graduation requirements as well.

The *CAHSEE* was developed from the recommendations of the High School Exit Examination Standards Panel, whose members were appointed by the State Superintendent of Public Instruction. The examination is aligned to the SBE-approved content standards in English-language arts for the ninth and tenth grades (including reading and writing) and the content standards in mathematics for the sixth and seventh grades (covering number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning) and for algebra 1. The examination blueprint and sample items can be found on the CDE Web site at <<http://www.cde.ca.gov/statetests/cahsee/>>.

The *CAHSEE* must be administered annually only on the dates designated by the State Superintendent of Public Instruction in every school that offers any of grades nine through twelve. Examination results are to be issued to students within eight weeks of the test. Students who do not pass *CAHSEE* have eight more opportunities to take the exam beginning in the spring of the tenth grade. Students must retake the examination until they pass the English–language arts and the mathematics sections; however, students may retake only those sections not previously passed. School, district, county, and state results of *CAHSEE* are posted annually on the CDE Web site.

The legislation authorizing *CAHSEE* required CDE to contract for an independent evaluation of *CAHSEE*, beginning in January 2000. Reports of two independent evaluations have been presented to CDE, SBE, the Legislature, the Governor, and other agencies and are available at <http://www.cde.ca.gov/statetests/cahsee/>.

## **Golden State Examination/Golden State Seal Merit Diploma**

The *Golden State Examination (GSE)* was established in 1983 by Senate Bill 813, reauthorized in 1991 by Senate Bill 662, and reenacted in 1995 by Assembly Bill 265. Since its inception the *GSE* has offered rigorous examinations in key academic subjects for students in grades seven through twelve. The *GSE* recognizes students who demonstrate outstanding levels of achievement on each examination. Participation is voluntary, and there is no charge to public school students for taking the examinations.

The *GSEs* assess students' knowledge of the subjects and their application of that knowledge. Thirteen exams are available: first-year algebra, geometry, high school mathematics, U.S. history, economics, government/civics, biology, chemistry, physics, second-year coordinated science, reading/literature, written composition, and second-year Spanish language. The examinations include multiple-choice and written-response questions. The science examinations also include laboratory tasks.

The content of all examinations, except for second-year Spanish language, is aligned to content standards adopted by the SBE. Since the SBE has not adopted foreign language standards, the Spanish language exam is aligned to national foreign language standards.

The *GSE* teacher guides provide information about each subject area, including test content and structure, sample questions, scoring guides, and samples of student work with teacher commentary. State content standards addressed by sample questions are identified. These guides are available at <http://www.cde.ca.gov/statetests/gse/>.

Students who attain high honors, honors, or recognition levels on a *GSE* exam are designated as Golden State Scholars. Of the more than one million exams administered in 2001, approximately one-third represented achievement at the scholar level.

Students who qualify for a STAR scholarship through the Governor's Scholars Program may also be eligible for the Governor's Distinguished Math and Science Scholars Program if they achieve high honors on both the *GSE* in high school mathematics and any *GSE* science examination. These *GSE* results may be used for this purpose only if the school does not offer the International Baccalaureate program or the *Advanced Placement (AP)* examinations in calculus, biology, chemistry, or physics. A detailed outline of the eligibility criteria is available at <http://www.scholarshare.com>.

Assembly Bill 3488 established the Golden State Seal Merit Diploma in 1996 to recognize graduates who have mastered the high school curriculum. To be eligible for the Golden State Diploma, students must attain scholar status on six designated *Golden State Examinations*. To date more than 21,000 diplomas have been awarded, including nearly 6,200 to graduates in the

year 2001. More information about the *GSE* and Golden State Diploma program is available at [<http://www.cde.ca.gov/statetests/gse/>](http://www.cde.ca.gov/statetests/gse/).

## **Assessments in Career Education**

The *Assessments in Career Education (ACE)* is a testing program designed to recognize outstanding student achievement in selected career-technical areas. In 2000, *ACE*'s third year, nearly 15,000 students participated in five areas: agriculture core; computer science and information services; health care, level I; food service and hospitality; and technology core. Recognition, honors, and high honors achievement on the *ACE* examination provide students and potential employers with a valuable record of the students' accomplishments in career-technical preparation.

*ACE* is an end-of-course examination and is taken by students on a voluntary basis in May. The examination is given during two 45-minute sessions by the classroom teacher and includes both multiple-choice and written-response items. There is no cost to students, teachers, or districts for this examination. Districts and regional occupational centers and programs may administer the *ACE* tests.

The *ACE Guide for Teachers* provides up-to-date, essential information for teachers and their students about the examination and how to prepare to take it. Included in the guide are key dates, content-specific standards to which the examination is aligned, sample questions, a general scoring guide, exemplars of student work with commentary, and achievement levels. An *ACE* communication assistance packet and teacher guides are available at [<http://www.cde.ca.gov/statetests/ace>](http://www.cde.ca.gov/statetests/ace).

## **Physical Fitness Testing**

Since 1996 *Education Code* Section 60800 has required that each district administer a state-designated physical fitness test to all students in grades five, seven, and nine. Annual testing must take place during March, April, or May.

Senate Bill 896, approved by the Legislature and the Governor in October 1998, further requires CDE to compile the physical performance test results by December 31 and to submit a report to the Legislature and Governor. This report standardizes the data, tracks the development of high-quality fitness programs, and compares the performance of California's pupils to national norms.

Statewide data are collected electronically, and statewide fitness test results are posted on the Internet. Results are reported by school, county, district, and the state. No individual student results are reported.

In spring 2001 schools were required to conduct physical fitness testing using the required test, Fitnessgram. Results were reported to CDE, the Legislature, and the Governor. These results are available at [<http://www.cde.ca.gov/statetests/pe/>](http://www.cde.ca.gov/statetests/pe/).

## **National Assessment of Educational Progress**

The National Assessment of Educational Progress (NAEP) is administered by the U.S. Department of Education. Since 1969 NAEP has reported on the educational achievement of American students and provided accurate and useful information to the public. NAEP testing is conducted periodically in reading, writing, mathematics, science, history, geography, and other fields. California has been an active participant in NAEP since its beginning.

The 2000 NAEP included mathematics and science. National results for mathematics were released in August 2001, and science results were released in October 2001. In 2001 NAEP administered assessments in U.S. history and world geography at grades four, eight, and twelve. As part of the 2001 assessment, a nationally representative sample of schools participated in a pilot study of online assessments of mathematics at grades four and eight and writing at grades eight and twelve.

In 2002 NAEP will conduct a *state* and *national* assessment. The state NAEP will assess students at grades four and eight in *reading* and *writing*. The national NAEP will assess students at grades four, eight, and twelve in reading and writing.

For more information concerning NAEP, contact the Standards and Assessments Division at (916) 657-3011.

## **California High School Proficiency Examination**

The *California High School Proficiency Examination (CHSPE)* provides an opportunity for eligible persons to prove their proficiency in the basic skills and receive a certificate equal to a California high school diploma. Proficiency is defined by the average performance of second-semester twelfth graders in California's public comprehensive high schools.

The *CHSPE* is given at approximately 75 sites throughout the state. Registrants must pay a \$50 fee. Enrollment in high school at the time the test is given is not a requirement, but persons wishing to take the test must be at least sixteen years of age, have completed one year of tenth grade, or be enrolled in the second semester of the tenth grade. There is no upper age limit to take the test. The State Board of Education awards each person who passes the *CHSPE* a Certificate of Proficiency, which is equivalent by law to a California high school diploma.

For more information concerning CHSPE, contact the Standards and Assessments Division at (916) 657-3011.

## **General Educational Development Test**

The *General Educational Development (GED)* test is a national test that may be taken by persons who are eighteen years of age or older or who meet specific criteria for testing at age seventeen. The *GED* test is administered statewide through 215 educational agencies, including adult schools, county offices of education, and community colleges. The exam is offered in both English and Spanish. Testing fees vary at different testing centers and range from \$25 to \$65.

Examinees who pass the test receive a High School Equivalency Certificate from the State of California and an Official Report of Test Results.

In 2000, 55,358 persons took the *GED* test in California. A total of 4,031 examinees took the exam in Spanish. There were 33,383 persons, or 75.5 percent of those who completed the battery, who passed the test. Of those tested, 9.6 percent were age seventeen, 16.1 percent were age eighteen, and 10.1 percent were age nineteen.

Beginning in January 2002, the GED Testing Service started a new series of *GED* exams. Individuals with partial scores on the pre-2002 exams will not be allowed to complete the exam after December 2001 and will need to retake the entire battery of tests. Individuals with partial scores on the Spanish version of the exam may continue to test on the old series through 2002. A new series of Spanish exams will be introduced in January 2003.

For more information about the *GED* test, contact the State GED Office at (916) 651-6623 or toll-free at (800) 331-6316 or go to the Web site <<http://www.cde.ca.gov/ged/>>. Correspondence may be directed to the State GED Office, California Department of Education, P.O. Box 710273, Sacramento, CA 94244-0273.

# Accountability

## **Public Schools Accountability Act of 1999**

The Public Schools Accountability Act (PSAA) of 1999 (SB 1X, Chapter 3 of 1999):

1. Holds schools accountable for improving students' academic performance
2. Establishes an incentive system to provide awards for schools that demonstrate growth as well as interventions and, ultimately, sanctions for some continuously underperforming schools
3. Encourages the active participation of parents, students, educators, and the community in improving student achievement

Schools are ranked according to the Academic Performance Index (API). In addition, schools are expected to show improvement in students' academic achievement by meeting annual API growth targets. A school's API ranking and growth are also considered relative to a statewide API performance target established by the State Board of Education (SBE).

Most, but not all, schools are included in the system of API ranking and growth targets. The API and annual growth targets are calculated for elementary, middle, and comprehensive high schools that have 100 or more valid student test scores from the state's Standardized Testing and Reporting (STAR) program. Schools with fewer than 100 valid scores, along with alternative schools, continuation high schools, and county-administered schools, participate in an alternative accountability system.

In addition, the PSAA provides funding for an awards program recognizing effective schools as well as an interventions program for assisting continuously underperforming schools in their efforts to improve student achievement.

## **Academic Performance Index**

The API measures schools' performance. It is calculated as a composite score for a school and consists of various indicators. Currently, results from the *Stanford 9* portion of the statewide STAR program achievement test constitute the entire API.

Beginning with the 2001-02 school year, other indicators will begin to be phased in. These indicators will include additional assessments which more closely address the state's curriculum content standards. It is anticipated that the *California Standards Test* in English-language arts will be integrated into the 2001 base API and that other content areas of the *Standards Test* will be integrated over the next several years. In addition, the *California High School Exit Examination* results, attendance rates, graduation rates, and other indicators may be added in the future. The law requires that test results constitute *at least* 60 percent of the API's value. Only students enrolled in the district since the previous school year are included in the API calculations.

Schools receive an API score and ranking. A school's API score will be ranked as one of ten categories (deciles). A ranking in the first decile is the lowest ranking, and a ranking in the tenth decile is the highest. Each school receives a decile rank compared with the values of all schools statewide and a decile rank compared with the values of 100 schools with similar demographic characteristics.

Schools must report their API ranking annually and include the components of the ranking in their local School Accountability Report Card. Each school district's governing board must discuss these results at a regularly scheduled meeting. In addition, these report cards address many other specific school conditions and are available to parents.

### **Annual API Growth Targets**

Schools also receive API growth targets for the school year. A school's growth target is the amount of improvement a school is expected to make in its API score in a year. The minimum school percentage growth target is 5 percent annually.

The API will also be used to determine comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups of students within schools. A numerically significant subgroup is defined as a subgroup that constitutes:

- 100 or more pupils with valid STAR scores; or
- 30 or more pupils with valid STAR scores and at least 15 percent of the school's tested population.

*All* numerically significant subgroups must meet their API growth targets for a school to be deemed successful and receive an award.

### **Statewide API Performance Target**

The ranking and growth of schools will be considered in relation to high academic standards for students. The SBE adopted an interim statewide API performance target of 800, a proficiency level that all schools should aspire to reach. Schools with an API of 800 or more must maintain their API at 800 or more to meet their growth targets.

### **API Reporting Cycles**

API results are reported in a January-to-fall cycle. An API reporting cycle consists of two components: (1) base year information, reported each January; and (2) growth information, reported each fall. In a reporting cycle, an API base is compared with a corresponding API growth to determine a growth score for a school. API scores, rankings, and growth targets are provided in January; API growth is reported the following fall.

The API is calculated for each biannual reporting cycle by using the same indicators in the base year as in the growth year. Therefore, the 2000-01 reporting cycle comprises the 2000 API base and 2001 API growth. Those two components are established on exactly the same indicators,



weights, and calculations. Schools receive a base API and target in the base year, and that same set of measures is used to calculate growth and determine whether the school met its target.

For the 2001-02 reporting cycle, both *Stanford 9* results and *California Standards Test* results will be used in the API. Therefore, for the year 2001, there are two separate APIs: (1) 2001 API growth, which follows the calculation of the previous year's base; and (2) 2001 API base, which will be calculated using a new set of indicators and weights. The 2002 growth API will be calculated in the same way. This structure was purposely designed to accommodate the incorporation of new indicators into the API each year.

## **Alternative Accountability System**

The State Board of Education in July 2000 approved a framework for the alternative accountability system, composed of three models to be implemented over a three-year period: (1) Small Schools Model, for schools that serve traditional populations but have between 11 and 99 valid test scores; (2) Special Education Schools and Centers Model; and (3) Alternative Schools Accountability Model, for alternative schools serving a majority of high-risk students, including continuation schools, community day schools, and county-run schools. Very small schools with fewer than 11 valid test scores will also be held accountable under this model.

Schools in the Small Schools Model receive an API with an asterisk to designate the larger statistical uncertainty of an API based on fewer than 100 test scores. Schools in the Special Education Schools and Centers Model will be reviewed as part of a quality assurance process and the annual individualized education program (IEP) review and evaluation process, to be further refined after an SBE review of a new alternate assessment currently under development. Schools in the Alternative Schools Accountability Model will report achievement of goals on STAR and on each of several indicators approved by SBE in January 2001. This model will be implemented starting with the 2001-02 school year.

## **Immediate Intervention/Underperforming Schools Program (II/USP)**

Under the Public Schools Accountability Act of 1999 (PSAA), schools that score in the lower half of the statewide distribution of the STAR test and that fail to make growth on the API are invited to participate in the II/USP. Each September, 430 schools that fail to meet growth targets may volunteer or may be selected to participate in the II/USP, subject to funding.

In 2000-01, \$21.5 million was available to support a second cohort of 430 schools in the II/USP. These schools each received \$50,000 planning grants to support development and implementation of action plans aimed at removing barriers that affect student achievement. In May 2001 these schools submitted their action plans as required by the legislation, and they were forwarded for State Board approval in July 2001.

In 1999-2000, the initial year of the program, 350 II/USP schools received planning grants of \$50,000 each to develop school action plans. These schools hired external evaluators to coordinate the plans' development. After the action plans were approved by local governing boards, reviewed by the California Department of Education, and approved by the SBE,

participating schools received additional funding to implement plans in the subsequent two years. The implementation grants for these schools were \$168 per pupil or a minimum of \$50,000 for schools with less than 298 students enrolled. Base year data from the certified count of the 1998-99 CBEDS was used to determine the enrollment and subsequent funding level for each school.

The remaining 80 II/USP schools in 1999-2000 were schools that had completed their planning process and that applied for federal funds under the competitive application process for the Comprehensive School Reform Demonstration (CSRD) program. These schools each received federal grants of \$200 per pupil to implement research-based school reform activities over the next three years. Districts of schools participating in CSRD also received an additional ten percent of the total awarded to their schools participating in the program as reimbursement for administrative and support activities.

II/USP schools that meet or exceed their growth targets each year are eligible to receive Governor's Performance Awards. II/USP schools that fail to meet their targets after the first year of implementation are subject to local interventions. The district governing board must hold a public hearing to ensure that the school community is aware of the school's lack of progress. The governing board must then intervene in the school to help it meet its growth target. II/USP schools failing to meet their growth targets but showing significant growth after two years of implementation continue in the II/USP for another year.

II/USP schools that fail to meet their growth targets *and* fail to show significant growth after two years of implementation are subject to state sanctions. Under these circumstances, the State Superintendent of Public Instruction (SSPI) shall "assume all the legal rights, duties, and powers, of the governing board with respect to that school . . . [and], in consultation with the State Board of Education and the governing board of the school district, shall reassign the principal of that school subject to findings. . . ." The SSPI, in consultation with the SBE, must take *at least one* of the following actions:

- Allow students to attend any public school with available space;
- Allow parents to apply to the SBE to establish a charter school;
- Assign the management of the school to a college, university, county office of education, or other appropriate educational institution;
- Reassign other certified employees of the school;
- Renegotiate a new collective bargaining agreement when the existing agreement expires;
- Reorganize the school; or
- Close the school.

The SSPI, in consultation with the SBE, may also take any other action considered necessary against the school district or its governing board, including appointing a new superintendent or taking away the governing board's authority over the school.

For more information about the II/USP, contact the California Department of Education Web site at [<http://www.cde.ca.gov/iiusp>](http://www.cde.ca.gov/iiusp).

## **School Awards/Recognition Programs**

### **Cash Award Programs Linked to 2000-01 Academic Performance Index**

The PSAA requires that the API be used to measure growth for the Immediate Intervention/Underperforming Schools Program (II/USP) and the Governor's Performance Award (GPA) program. API growth for 2001 is also required as a primary criterion for the award in Assembly Bill 1114. For both award programs, the ability to calculate an accurate growth API for a school is critical. In circumstances in which a valid API cannot be calculated, schools will not be eligible for any awards.

The Governor's Performance Award (GPA), funded at approximately \$220 million, will provide school-level awards of up to \$150 per K–12 student for schools that (1) meet their API annual growth target in 2001; (2) meet their identified subgroup targets; and (3) demonstrate in the 2001 testing of *Stanford 9* a participation rate of 95 percent for elementary and middle schools and 90 percent for high schools.

AB 1114 (Certificated Staff Performance Incentive Act), funded at \$100 million, provides monetary awards to certificated staff only at schools that show the highest gains according to the following criteria:

- Had an API in deciles 1 to 5 in 2000
- Showed *Stanford 9* growth across all subject areas for two consecutive years
- Demonstrated a minimum of two times their annual schoolwide API growth target for 2001
- Demonstrated that any identified subgroups make at least twice the subgroup target
- Demonstrated in the 2001 testing of *Stanford 9* a participation rate of 95 percent for elementary and middle schools and 90 percent for high schools
- The minimum participation in each content area tested for grades two through eleven is greater than 85 percent of the school participation rate multiplied by the total number of test takers

For information on the Award Programs linked to this year's API, contact Kathleen Seabourne or Jennifer Rousseve, Awards Unit, Policy and Evaluation Division, (916) 657-2881.

### **California School Recognition Program**

The California School Recognition Program, also known as the Distinguished Schools Program, highlights and reinforces the educational priorities of the State Superintendent of Public Instruction and the State Board of Education and is coordinated with the Governor's Performance Award program. The recognition program rewards schools that are implementing

those priorities and identifies exemplary and inspirational public schools to serve as models of achievement for others. The recognition program enhances the image of public education by focusing attention on successful schools selected on quality indicators that reflect a consensus of the education community regarding elements that make an exemplary school. Individual schools also use the evaluation criteria for self-assessment. Elementary and secondary schools are recognized in alternate years. The 2001-2002 program focuses on elementary schools. The California program is also coordinated with the National Blue Ribbon Schools Program.

For more information on the California School Recognition Program, contact Carol Kennedy, Policy and Evaluation Division, (916) 657-4316.

## **National Blue Ribbon Program**

Schools that achieve Distinguished School status are eligible to apply for the National Blue Ribbon Program if they meet the United States Department of Education (USDE) criteria. Schools are eligible to apply only in the one-year cycle immediately following Distinguished School designation. The National Blue Ribbon Schools Program, established in 1982, has three purposes: (1) identify and give public recognition to outstanding public and private schools across the United States; (2) make available a comprehensive framework of key criteria for school effectiveness that can serve as a basis for participatory self-assessment and school planning; and (3) facilitate communication and sharing of best practices within and among schools based on criteria related to success. Eligible schools complete a comprehensive self-assessment centered on student achievement and may also choose to compete in one of the areas of special emphasis selected by the USDE as a high national priority.

Elementary and secondary schools are recognized in alternative years. The 2001-02 program focuses on middle and high schools. Each year California is allowed to select up to 49 National Blue Ribbon nominees, which are forwarded to the USDE. Those schools that pass their first screening by the Federal Blue Ribbon Review Panel receive a two-day site visit from a team from outside California. Final winners are honored at a presidential ceremony in Washington, D.C., in the fall.

For information on the National Blue Ribbon Schools Program, contact Kimberly Edwards, Awards Unit, Policy and Evaluation Division, (916) 657-2881.

## **Individual Award/Recognition Programs**

### **California Teachers of the Year**

Each year five teachers are selected to represent “the best practices in the practice” of the classroom. These teachers are honored at a State Board of Education ceremony and a special recognition dinner. One of the five teachers is chosen to represent California in the National Teacher of the Year Program. Primary sponsors of the program include the California Teachers of the Year Foundation, California State Lottery, California Masonic Foundation, GTECH,

Harcourt Educational Measurement, National Semiconductor, NCS Pearson, Toshiba America Electronic Components, Inc., and SmarterKids Foundation (SMART Technologies, Inc., NEC Technologies, Inc., and AlphaSmart, Inc).

For information on the California Teachers of the Year Program, contact Kimberly Edwards, Awards Unit, Policy and Evaluation Division, (916) 657-2881.

### **Christa McAuliffe Fellowship Program**

The Christa McAuliffe Fellowship Program is a unique annual, state-based recognition program for experienced teachers that results in a program or project that contributes to the improvement of classroom instruction. The program links fellowship activities and projects to each state's standards-based school improvement priorities. The California Department of Education determines the areas of priority, and applicants submit proposals that are linked to one or more of the priority areas. All interested applicants work through their local educational agencies to receive funding. The selection process is coordinated at the state level, with a selection panel choosing two winning proposals.

For information on the Christa McAuliffe Fellowship Program, contact Carol Smith, Awards Unit, Policy and Evaluation Division, (916) 657-4318.

### **Milken Family Foundation National Educator Awards**

Through a nonprofit program consisting of surprise monetary awards and an educational network, the Milken Family Foundation honors "up-and-coming" educators who demonstrate unusual instructional leadership. Each year two to four teachers and occasionally a principal are selected in each state by the Milken Family Foundation. Recipients are relative newcomers to the field of education. State departments of education assist in various aspects of the program in accordance with Milken guidelines.

For information on the Milken National Educator Network, contact Kimberly Edwards, Awards Unit, Policy and Evaluation Division, (916) 657-2881.

### **Presidential Awards**

Each year the President of the United States names 200 teachers to receive the Presidential Award for Excellence in Mathematics and Science Teaching, the nation's highest honor for mathematics and science teachers in kindergarten through grade twelve.

For information on the Presidential Awards, contact Char Keuscher-Barkman, Awards Unit, Policy and Evaluation Division, (916) 657-4413.



# Public Schools Accountability Act of 1999

## Public Schools Accountability Act of 1999 (Chapter 3, Statutes of 1999)

Statewide  
Evaluation

PSAA Advisory Committee

### Academic Performance Index (API)

#### Alternative Accountability System

For small schools and schools with non-traditional student populations; schools with 11 to 99 valid test scores receive an API with an asterisk

#### Annual Percentage Growth Targets

#### Additional Monetary Awards Based on API

Certificated Staff Performance  
Incentive Award



Schools meeting participation and growth criteria are eligible for awards

Schools failing to meet growth targets and in the lower five API deciles are eligible for interventions

#### Governor's Performance Award (GPA) Program

#### Immediate Intervention/Underperforming Schools Program (II/USP)

Monetary Awards



Superintendent's  
Distinguished  
Schools



Public  
commendations  
or schools' honor  
roll

Waiver of  
*Education  
Code*  
requirements



Schools are selected and receive improvement funding

#### Local Interventions



Schools failing to meet growth targets after one year of implementation

#### State Sanctions



Schools failing to meet growth targets after two years of implementation

All schools receiving an API, including those participating in II/USP, are eligible to participate in the awards programs.

# Curriculum Frameworks and Instructional Resources Adoption Processes

## **Curriculum Commission**

The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) was established in 1927 as an advisory body to the California State Board of Education. The Curriculum Commission is responsible for advising the State Board of Education on matters related to curriculum and instruction. *Education Code* Section 60204 provides that the Commission shall recommend curriculum frameworks to the State Board; develop criteria for evaluating instructional materials submitted for adoption; study and evaluate instructional materials submitted for adoption; recommend to the State Board instructional materials which it approves for adoption; and “recommend to the State Board policies and activities to assist the department and school districts in the use of curriculum frameworks and other available model curriculum materials for the purpose of guiding and strengthening the quality of instruction in the public schools.”

The Commission is composed of 18 members: 13 members appointed by the State Board; one member appointed by the Governor; one member appointed by the Speaker of the Assembly; one member appointed by the Senate Rules Committee; one State Senator; and one State Assembly member. All members serve a four-year term.

## **Curriculum Frameworks Adoption Process**

The California State Board of Education adopts curriculum frameworks for kindergarten through grade twelve in accordance with *Education Code* Section 51002, which calls for the development of “broad minimum standards and guidelines for educational programs.” In addition to the core curriculum areas of reading/language arts, mathematics, history–social science, and science, the State Board has adopted curriculum frameworks for foreign language, visual and performing arts, health, and physical education. The State Board approved new reading/language arts and mathematics frameworks in December 1998. The history–social science and foreign language frameworks were adopted in 2001. The science framework will be adopted in 2002. Currently the visual and performing arts and health addendums are under revision.

The framework development process is designed to ensure broad public input. Under the Curriculum Commission’s guidance, a Curriculum Framework and Criteria Committee (CFCC) appointed by the State Board develops a draft framework for the Commission’s consideration. All CFCC meetings are public meetings and include the opportunity for the audience to address the committee. The Curriculum Commission holds public comment sessions on the draft framework and is responsible for conducting a field review of each draft framework before recommending the draft to the State Board. The State Board also holds a public hearing prior to considering the framework for adoption. After adoption by the State Board, frameworks are available for purchase through the California Department of Education.

Curriculum frameworks have drawn state and national recognition for focusing directly on the curriculum and contributing substantively to the improvement of teaching and learning. The content standards describe what educators and professionals in the field expect K–12 students to know. Based on current and confirmed research in education and the specific content area, the frameworks provide a firm foundation for curriculum and instruction by describing the scope and sequence of knowledge and the skills that all students are expected to master. The frameworks’ overarching dedication is to the balance of factual knowledge, fundamental skills, and the application of knowledge and skills in critical thinking, problem solving, and generation of new ideas.

In addition, each framework includes criteria for the evaluation of instructional resources. These criteria are used to select, through the state adoption process mandated in *Education Code* sections 60200–60206, instructional resources for kindergarten through grade eight. Frameworks also guide district selection of instructional resources for grades nine through twelve. The frameworks advocate assessment instruments that not only evaluate each student’s progress toward mastery of the standards, but also provide data used for program planning. Although curriculum frameworks cover the K–12 educational program, their effect can be seen in preschool programs, child care centers, and adult education programs.

## **Instructional Materials Evaluation and Adoption**

The State Board of Education has constitutional authority to adopt textbooks for grades one through eight (Article IX, Section 7.5 of the California Constitution). *Education Code* sections 60200–60204 describe the process for the adoption of instructional materials for kindergarten through grade eight and mandate that submitted materials be evaluated for consistency with the criteria and standards in the State Board’s curriculum frameworks. The Curriculum Commission serves as an advisory body to the State Board in the evaluation and adoption process. Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and tests. The State Board traditionally adopts only basic instructional materials programs; i.e., programs that are designed for use by pupils and their teachers as a principal learning resource and meet in organization and content the basic requirements of a full course of study (generally one school year in length).

Primary adoptions (i.e., the first adoption following the approval of a new state framework) are conducted every six years for the four core curriculum areas. *Education Code* Section 60200.1(a)(2) sets the base-year schedule for these primary adoptions as follows: history–social science (1999), science (2000), mathematics (2001), and reading/language arts (2002). Primary adoptions in foreign language, visual and performing arts, and health are to be conducted every eight years. In all cases, a follow-up adoption (using the same evaluation criteria) is to be scheduled between adoptions. With the curriculum frameworks and the content standards they embody as the foundation, adoptions are a powerful leverage point for educational reform and improvement in student achievement.

As with the framework development process, the adoption process is designed to ensure broad public input. The adoption process involves three concurrent steps:

- *Legal compliance review.* The legal compliance review, also known as the “social content review,” is conducted to ensure that all instructional resources used in California public



schools comply with *Education Code* sections 60040–60044 as well as State Board guidelines contained in the *Standards for Evaluating Instructional Materials for Social Content* (2000 edition). Resources not in compliance with the standards must be revised or be withdrawn.

For kindergarten through grade eight, the California Department of Education conducts social content/legal compliance reviews. Districts may also conduct their own reviews. Only a portion of state Instructional Materials Fund (IMF) monies received by a local educational agency may be used to purchase non-adopted instructional materials that have passed only a state- or local-level legal compliance review. For grades nine through twelve, local governing boards are responsible for ensuring that the legal compliance requirements have been met.

- *Public review and comment.* Samples of instructional resources submitted for adoption are available for public review at the Learning Resources Display Centers. (These centers are also helpful to school districts in the selection of instructional resources that best meet the needs of their students.) Written comments on the resources are forwarded to the Curriculum Commission and the State Board for consideration. In addition, three separate public hearings are held prior to adoption: one before the appropriate Subject Matter Committee of the Curriculum Commission, one before the full Commission, and one before the State Board.
- *Education content review.* The education content review is based on the State Board-adopted framework and the content standards it embodies. Evaluation criteria based on the framework are developed by the Curriculum Commission and adopted by the State Board. Following a statewide recruitment and thorough application process, the Curriculum Commission recommends and the State Board appoints two panels, the Instructional Materials Advisory Panel (IMAP) and the Content Review Panel (CRP). The IMAP is composed primarily of classroom teachers (but also includes other participants, such as administrators, curriculum specialists, university faculty, and parents) who evaluate materials according to all elements of the criteria. The CRP is composed of subject matter experts who review materials according to the content criteria and ensure that the materials are accurate, aligned with State Board-adopted content standards in the four curricular areas, and contain current and confirmed research. CRP members review only those materials or parts of them that pertain to their expertise. CRP members are a resource for the IMAP.

Both panels receive training on the State Board-adopted criteria and individually review submitted programs. The CRP and IMAP prepare a joint report and recommendation on each submission. The IMAP/CRP recommendations are forwarded to the Curriculum Commission. The Commission then develops a written report containing its recommendation on each submission, which is forwarded to the State Board for action.

The State Board considers the Curriculum Commission's recommendations, related documents, and public comment prior to adopting or not adopting each submission. The Commission's report is modified as necessary to reflect the State Board's actions, and the final document is distributed widely.

## **Instructional Materials Fund**

The Instructional Materials Fund (IMF) was established as “. . . a means of annually funding the acquisition of instructional materials . . .” (*Education Code* Section 60240). For kindergarten through grade eight, the IMF is allocated to local educational agencies based on the average daily attendance. The IMF allocation for grades nine through twelve is based on total enrollment. Expenditures of the IMF for grades nine through twelve are governed by *Education Code* sections 60247–60249. Section 60242 authorizes the State Board to establish a policy governing IMF expenditures for kindergarten through grade eight. This policy states that:

- At least 70 percent of IMF funds must be spent on state-adopted instructional materials.
- Up to 30 percent of IMF funds may be spent on non-adopted instructional materials that have passed the state legal compliance review; instructional materials that are exempt from a legal compliance review, such as trade books, maps and globes, reference materials (including dictionaries), mathematics manipulatives, and hand-held calculators; and instructional materials that are designed for use by pupils and their teachers as a learning resource, are integral to a program as defined in *Education Code* Section 60010(h) but do not contain print or pictures and, therefore, do not need a legal compliance review.
- Of the 30 percent, up to 5 percent of IMF funds may be spent on any instructional material which has passed a state-level or local-level legal compliance review; instructional television and distance learning; tests (*Education Code* Section 60242[a][3]); in-service training (*Education Code* Section 60242[a][5]); and/or binding basic textbooks (*Education Code* Section 60242[a][4]).

In July 1998 the State Board of Education adopted a policy to allow school districts and county offices of education to spend up to 100 percent of their IMF on core or supplementary instructional materials from any source suitable for instruction in the “structured English immersion” program as enacted pursuant to Proposition 227. This policy will remain in effect from July 1998 to June 30, 2002.

Local educational agencies should note that they have flexibility in using the IMF in addition to materials that will be used for English learners. Local agencies are encouraged to use this flexibility to purchase materials that best help students to meet or exceed the content standards. *Education Code* Section 60200(h) permits local educational agencies to petition the State Board for approval to spend up to 100 percent of their K–8 IMF allocations on non-adopted instructional materials that have passed state-level legal compliance review. The petition process may *not* be used for instructional materials in a subject area that is under current consideration for a primary adoption. In accord with *Education Code* Section 60245, fiscal year-end unexpended balances in IMF allocations may be carried over separately into the subsequent fiscal year for use by the local agency on instructional materials.

## **Instructional Materials Public Hearing**

For the school district to receive instructional materials funding, *Education Code* Section 60119 requires a school district’s governing board to hold at least one annual public hearing to encourage

parents, teachers, community members, and bargaining unit representatives to voice their concerns regarding whether sufficient textbooks and instructional materials are made available for each student. The governing board is required to notify the public of the hearing 10 days in advance and post the notice in three public places in the school district.

Through a resolution, the governing board will determine whether each student in the district will have sufficient textbooks and instructional materials in each subject prior to the end of the fiscal year. The governing board will determine whether the textbooks and instructional materials are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. If there are insufficient textbooks and instructional materials for each student, the governing board must notify classroom teachers and the public and provide the reasons for the lack of these materials.

The governing board is responsible to take any action necessary to provide each student with textbooks and instructional materials within two years of the determination date of insufficient materials. To ensure that each student has sufficient textbooks and instructional materials, the board may draw funds from categorical programs appropriated in the annual budget, prior fiscal-year funds for textbooks and instructional materials, and any other funds available to the school district for textbooks and instructional materials.

### **The Schiff-Bustamante Standards-Based Instructional Materials Program**

In 1998 the State Legislature—through the 1998-99 Budget Act and AB 2041 (Chapter 333, Statutes of 1998)—made a four-year, one billion dollar commitment to the purchase of new, standards-aligned instructional materials. Each year, beginning in 1998-99, the Legislature will appropriate \$250 million for the purchase of instructional materials aligned with the Board-adopted content standards in the four core curriculum areas of reading/language arts, mathematics, history–social science, and science. The funds are distributed on the basis of prior-year enrollment.

At the K–8 level, the funds may be used only for materials that are aligned with content standards and adopted by the State Board. At the 9–12 level, the funds may be used only for basic instructional materials that have been reviewed and approved, through a resolution by the local governing board, as being aligned with the State Board-adopted content standards.

Those reading/language arts and mathematics materials adopted in 1999 under the AB 2519 additional adoptions process qualify for purchase with these funds as well as the history–social science materials adopted in 1999, the science materials adopted in 2000, the mathematics materials adopted in 2001, and the reading/language arts materials to be adopted in 2002.

For more information regarding the curriculum frameworks and instructional resources adoption processes, contact the Curriculum Frameworks and Instructional Resources Division at (916) 657-3023.

# School Libraries

## The California Public School Library Act of 1998

Substantial research indicates that a well-stocked school library with materials in various formats makes a positive impact on improved literacy as well as overall academic achievement. Current research summaries are available at [www.ala.org/aasl/resources/achievement.html](http://www.ala.org/aasl/resources/achievement.html).

The 1998-99 Budget Act brought the first ongoing allocation for planned, methodical development of school library collections across the state. The 2001-02 Budget Act continues \$158.5 million for school library funding as well as \$25 million for classroom libraries. Substantial ongoing funding is a positive step toward rebuilding California school libraries. For current information about the application process, see [www.cde.ca.gov/library](http://www.cde.ca.gov/library).

At the heart of the School Library Act is acknowledgment of the critical need for *more and better* books for students to read as an integral part of the California Reading Initiative. It is the goal of the State Superintendent of Public Instruction to bring California's school library book count up to 20 up-to-date, relevant, enticing books per student.

## Statistical Snapshot of California School Libraries

The CDE Online School Library Survey collected **1999-2000** information about school libraries. The following statistical snapshot is based on those data as well as data collected by the California Basic Educational Demographic Survey (CBEDS). When possible, national data are provided for comparison.

- **Number of libraries.** Most California schools have a place designated as the library, although staffing, collections, and programs range from exemplary to substandard. Court schools and alternative education schools comprise the largest section of schools starting new libraries.
- **Staffing.** Approximately one in seven California schools has a credentialed library media teacher on campus part time or more. A library media teacher has both a California teaching credential and a California library media teacher services credential. While the average national ratio of library media teachers to students is 1:953, the California ratio is 1:4,673 (1999-2000 CBEDS Report and "Looking for a Few Good Librarians," *School Library Journal*, September 2000). In 2000-01 California's ratio fell to 1:4,750.
- **Staffing.** 132 school districts and county offices of education provide school library leadership and expertise to their schools from a professional, credentialed library media teacher (1999-2000 CBEDS Report).
- **Library books.** The latest figure for the average number of school library books per K-12 student in California is **11.9**. In 1986 the number reported per student was 10. The national recommendation for library books per student is 16 to 25, depending on the size and level of the school. With the new state money, many school libraries are discarding obsolete materials to make room for new materials.

- **Age of collection.** The age of the library books is as important as the number of books available to students. In 1995 the average copyright date of a California school library nonfiction book was 1972. In 1999-2000 the average copyright date rose to 1982.
- **Culling collections.** Of school libraries that responded to the CDE Online School Library Survey for 1998-99, more than half had conducted a major weeding project in the past two years. That process may account for the slow increase in books per student as well as the gradual improvement in average copyright date.
- **Book costs.** The average cost of a children's and young adult hardcover book in 2000 was \$18.58. In 1999 it was \$17.57. This represents a 5.7 percent increase (*School Library Journal*, March 2001).
- **Funding.** The primary source of funding for 94 percent of California schools is the California Public School Library Act of 1998. The second most important source of funding is the federal Title VI program.
- **Electronic access to resources.** Seventy-one percent of the 3,826 responding school libraries reported the use of an electronic catalog and 74 percent the use of an automated circulation system. Seventy-two percent reported having access to the Internet in the library. Internet access increases with grade levels: 65 percent was reported at the elementary school level, 88 percent at the middle school level, and 93 percent at the high school level (CDE Online School Library Survey for 1999-2000).
- **Need for books.** The Internet does not replace the need for books and often increases the demand for up-to-date library materials. Library resources come in various formats—both print and electronic—and are selected based on the best format for the intended user and use.
- **Library hours.** The average number of hours that a California school library is open to students is 15 hours per week. Seventy-five percent of school libraries reported being open during breaks, 67 percent during lunch, and 62 percent before school. Only 12 percent of schools reported having the library available during summer school.

## **The Library of California Act**

In 1997-98, SB 409 became The Library of California Act. This Act provides for a resource-sharing program among California libraries of all types (academic, public, school, and special), both publicly and privately funded. It is voluntary, involves two-way cooperation and collaboration, and supplements rather than supplants existing library services. See <<http://www.library.ca.gov/loc/>>.

## **For Additional Information**

**Academic achievement** and the school libraries. For links to current research reports, summaries, and articles, including studies conducted in Colorado, Pennsylvania, Alaska, and Massachusetts, see <<http://www.ala.org/aasl/resources/achievement.html>>.

**California Department of Education**, school library consultants Barbara Jeffus (916-654-6161) and Martha Rowland (916-657-4512). California school library information is at <http://www.cde.ca.gov/library>.

**Check It Out!** *Assessing School Library Media Programs; A Guide for District Education Policy and Implementation Teams* (CDE, 1998) is designed to help districts and schools assess their school libraries and the policies that guide them. Available for purchase from CDE Press at 1-800-995-4099.

**Comparative analysis** of school libraries nationwide:

- Biennial statistical research project. Drs. Marilyn L. Miller and Marilyn L. Shontz. Part I, “How Do You Measure Up: Expenditures for Resources in School Library Media Centers, FY 1997-98,” *School Library Journal*, October 1999, pp. 50–59. Part II, “Location Is Everything,” *School Library Journal*, October 2000, pp. 50–60.
- Survey and analyses conducted by Drs. Marilyn L. Miller and Marilyn L. Shontz. Part I, “Small Change, Expenditures for Resources in School Library Media Centers, FY 1995-96,” *School Library Journal*, October 1997, pp. 28–37. Part II, “More Services, More Staff, More Money: A Portrait of a High-Service Library Media Center,” *School Library Journal*, May 1998, pp. 28–33. Part III, “The Wired School Library, Plug It In,” *School Library Journal*, October 1998, pp. 27–31.

**Information Literacy Standards** for Student Learning, developed as part of *Information Power: Building Partnerships for Learning* by the American Association of School Librarians and the Association for Educational Communications and Technology. See [http://www.ala.org/aasl/ip\\_toc.html](http://www.ala.org/aasl/ip_toc.html).

**Library media teacher credential** information. On the Web site <http://www.ctc.ca.gov>, see Coded Correspondence 00-0013 and Services Credentials.

The **Library of California** and K–12 schools. See <http://www.cde.ca.gov/library>.

**Locations** of effective school library media programs in California. On the Web site <http://www.schoollibrary.org>, see back issues of *Good Ideas!*

**Planning** for strong school library programs. For links to planning guides, rubrics, and related articles, see <http://www.ala.org/aasl/resources/assessment.html>.

# Educational Partnerships

## Family Involvement

California has been an unparalleled leader in advocating partnerships between families, teachers, and schools to help children succeed academically and develop as socially, physically, and emotionally healthy individuals. In 1989 the State Board of Education adopted, and revised in 1994, a policy on family involvement that encourages school boards to establish comprehensive, long-term efforts to involve families in their children's education.

The State Legislature passed the first parent involvement law in the nation in 1990 (*Education Code*, Chapter 16, "Programs to Encourage Parental Involvement"). This law requires all school districts to adopt a parent involvement policy approved by their local school boards. In addition, the law requires districts with designated categorical programs to have a parent involvement program.

The California Strategic Plan for Parent Involvement in Education (1992) recommends ways in which all levels of the educational system may comply with state and federal mandates for parental involvement. In addition, the State Board policy recommends that districts and schools initiate partnerships that support six effective roles for families and educators:

- Provide learning opportunities for educators to meet their basic obligation to work effectively with families and for families to meet their basic parenting obligations.
- Ensure systematic, two-way communication (school to home and home to school) about the school, school programs, and students' progress.
- Provide learning opportunities for educators and families to work together so that both can fulfill a wide range of support and resource roles for students and the school.
- Provide educators and families with strategies and techniques for connecting children and learning activities at home and in the community with learning at school.
- Prepare educators and families to participate actively in school decision making and to exercise their leadership and advocacy skills.
- Provide educators and families with the skills to access community and support services that strengthen school programs, family practices, and student learning and development.

The Family-School Partnership Act of 1994, expanded by Assembly Bill 47 (1997), permits parents, grandparents, and guardians to take up to 40 hours of paid and unpaid leave time from work to participate in their child's licensed day care through twelfth-grade educational activities.

Major state and federal education reform efforts emphasize the importance of family and community involvement to increase student achievement and strengthen public schools. The Improving America's Schools Act (IASA) requires the adoption of site-level family involvement policies to support students in attaining high academic standards and family-school compacts

that express the shared responsibilities of schools and parents as partners in students' success. As required by state law, the California Department of Education (CDE) identified model compacts that were approved by the State Board. These model compacts were published in a guide, *Family-School Compacts*, and are on CDE's Web site, <<http://www.cde.ca.gov/fc/family/compacts.html>>, to assist school districts and schools in developing and using the compacts to encourage a closer working partnership between the home and the school.

Furthermore, a series of "parents' rights" were defined by Assembly Bill 1665 (1998) (Torlakson). CDE makes available resources for creating successful home-school-community partnerships, such as the *Parents' Rights* brochure, which is available in English, Spanish, Chinese, and Vietnamese. The information on the brochure is available on the Web site <<http://www.cde.ca.gov/iasa/parntrts.html>> in English, Spanish, and Chinese.

Abridged versions of the content standards for kindergarten through grade twelve in language arts, mathematics, science, and history–social science have been distributed to all county offices of education and are available to school districts from the Title I Policy and Partnerships Office upon request. The abridged content standards are also available on the Web site at <[http://www.cde.gov/cdepress/standards\\_brochures.html](http://www.cde.gov/cdepress/standards_brochures.html)>.

CDE has created a Family Area Network (FAN) to assist educators, families, and community-based organizations, in addition to other governmental agencies, to implement laws and regulations on family involvement; to identify best practices for involving families in the education of their children; and to identify and develop partnership strategies. A newsletter, *FANmail*, is disseminated via e-mail to interested parties who can sign up at the Web site <<http://www.cde.ca.gov/fc/family>>.

CDE has also established a Family Involvement Resource Center in its Sacramento headquarters. The center provides reference materials, videos, and information related to (1) family involvement in their children's education; (2) effective family-school partnerships; and (3) programs administered by CDE that have a family involvement component. In addition, the center is available for visitors to review instructional resources that are being considered for adoption by the State Board of Education for use in schools. The center also serves as a model for how a similar center could be set up locally.

For more information, contact the Title I Policy and Partnerships Office at (916) 657-4649.

## **Coordinated School Health**

Only when students are healthy can schools fully meet their goals. If school-age children are not in good health, they are less attentive, unable to keep up with their demanding schedules, and more likely to miss school due to illness—all factors hindering academic achievement. Therefore, schools need to address health-related concerns and provide students with the knowledge to prevent health-related problems.

Coordinated school health addresses eight different aspects of health and education: health education; physical education; health services; nutrition services; counseling, psychological and social services; healthy school environment; health promotion for staff; and parent and



community involvement. The coordinated school health model promotes collaboration—school staff, families, youths, and communities working together to address these components.

A coordinated approach to school health is a powerful way of reinforcing healthy behaviors and empowering students with the knowledge, skills, and judgment to help them make smart choices in life. However, schools cannot single-handedly address our youths' health-related needs. Creating a school/community environment that truly allows youths to reach their greatest potential can be accomplished only by strong partnerships among youths, families, schools, local government, faith-based organizations, businesses, local health agencies, and others.

CDE's School Health Connections (SHC) Office administers several programs to improve the general health and well-being of California's children. CDE works closely with many other state agencies, particularly the Department of Health Services, to build a statewide infrastructure to support coordinated school health. CDE and DHS jointly convened a broad-based work group, which developed recommendations in *Building Infrastructure for Coordinated School Health—California's Blueprint*. The report is available on CDE's Web site <<http://www.cde.ca.gov/cyfsbranch/lsp/health/blueprint.htm>>.

## **Healthy Start**

The Healthy Start Support Services for Children Act (Healthy Start Initiative) provides comprehensive, school-integrated services and activities to improve the lives of children, youths, and families. Collaborative planning and operational grants are awarded to local educational agencies for locally coordinated, school-linked services that include health and dental care, mental health counseling, family support and parenting education, academic support, health education, safety and violence prevention, youth development, employment preparation, and others.

Collaborative planning grants of \$50,000 are awarded over a one- or two-year period, and operational grants provide \$300,000 for up to a five-year period with \$100,000 for start-up costs. Since 1991-92, 635 operational grants have been awarded to 1,368 schools with more than 1,028,000 students, and 811 collaborative planning grants have been awarded to 1,699 schools with more than 1.2 million students.

The results of statewide evaluations for the past several years show increases in test scores, improvements in children's classroom behavior, and greater parent involvement in Healthy Start schools. A major goal of Healthy Start is to build capacity at the school site to sustain these support services with other resources when the grant has expired.

For more information, contact the Healthy Start and After-School Partnerships Office at (916) 657-3558.

## **The California Healthy Kids Survey**

The California Healthy Kids Survey (CHKS) is a comprehensive youth health-risk and resilience survey data collection system sponsored by CDE and available to all local educational agencies (LEAs). The CHKS is an easily customized, confidential, and anonymous self-report that

assesses all major areas of health-related risk behavior and resilience. The survey support system is low-cost and uses that latest technology to help local agencies plan, collect, and use data to improve prevention and health programs.

The secondary school survey consists of a general core with five optional supplementary modules, which an LEA can configure to meet local needs and standards. Individual modules assess tobacco use; drug use and violence; diet, physical activity, and general health; and sexual behavior and HIV/AIDS risks. All these areas except sexual behavior and suicide are covered briefly in the general core. In addition, a sixth module assesses resilience and youth development. A single elementary school survey provides comparable, developmentally appropriate data focusing on risk and resilience factors.

For more information, contact the Healthy Kids Program Office at (916) 657-2810.

## **Positive Youth Development**

Positive youth development helps youths build strong relationships with others, learn new skills and knowledge, and participate in and give back to their families and communities. It has gained support as a result of research on youth development that links individual resiliency and developmental assets with health promotion and disease prevention.

Youth development includes a focus on *positive* aspects of young people. According to Karen Pittman, one of the field's acknowledged leaders, five competencies are essential for adults to be successful: health literacy and physical competence, interpersonal/social competence, cognitive/creative competence, vocational competence, and citizenship.

There needs to be a schoolwide and community-wide approach to fostering healthy, productive young people, which includes:

- An emphasis on cooperation, prosocial development, and positive relationships among children and youths;
- A focus on developing a positive and cooperative school climate;
- Program planning and development that involves children and youths in taking a positive and active role in their schools and communities, such as participation in school and community service programs;
- Peer leadership and peer helping programs; and
- Training for school staff in positive youth development concepts and approaches.

For more information, contact the Healthy Kids Program Office at (916) 657-2810.

## **After School Learning and Safe Neighborhoods Partnerships**

Enacted in 1998, the After School Learning and Safe Neighborhoods Partnerships Program provides grants to establish after-school enrichment programs. Local programs partner schools with communities to offer academic and literacy support and safe, constructive alternatives for students in kindergarten through ninth grade. The after-school program has an educational and

literacy component to provide tutoring or homework assistance in one or more of the four core content areas (language arts, mathematics, history–social science, or science) and an educational enrichment component, which may include, but is not limited to, recreation and prevention activities. Grantees include local educational agencies and partners, such as cities, counties, charter schools, or nonprofit community organizations.

Originally funded at \$50 million, this initiative has grown to \$117.50 million and includes funds to offer a before-school component. Evaluation results of the initiative show significant increases in academic achievement, school attendance, and positive behavior change for students who attend the after-school program.

For more information, contact the Healthy Start and After-School Partnerships Office at (916) 657-3558.

### **Cal-SAFE**

The California School-Age Families Education (Cal-SAFE) Program was enacted in 1998 to provide a comprehensive, community-linked school program for pregnant and parenting students and their children. Program goals for enrolled students include an increased number of students graduating from high school and making the transition into post-secondary education or the world of work, decreased dependency on welfare, improved parenting skills, and fewer incidents of repeat births to teen mothers. Female and male students age 18 or younger who have not graduated from high school may voluntarily enroll in the Cal-SAFE program if they are expectant parents, custodial parents, or parents taking an active role in the care and supervision of their child. A student with an active individualized education program (IEP) is eligible until age 22. As long as teen parents are enrolled in the Cal-SAFE Program, their children are eligible for services until the age of five years.

For more information, contact the Youth Education Partnerships Office at (916) 654-3898.

### **CalServe**

The California Department of Education's CalServe Initiative, established in 1990, funds partnerships of local educational agencies and community-based organizations to support K–12 service-learning. Service-learning is an instructional strategy that actively involves youths in academic programs through community service. Students and participants learn through participation in thoughtfully organized service that meets community needs, fosters civic responsibility, enhances the students' academic achievement, and provides structured time for students to reflect on the service experience.

For more information, contact the Youth Education Partnerships Office at (916) 654-3741.

# Guidance and Counseling Programs

A comprehensive guidance program is an integral component of the educational system and is vital in preparing and assisting students to be successful learners. The purpose of a comprehensive guidance program is to provide the skills, knowledge, and learning opportunities necessary in the areas of *academic*, *career*, and *personal/social development* to ensure that students are successful in school and in life. The program helps students by creating a positive learning environment, teaching self-management skills, arranging for aid in overcoming barriers to learning, providing advocacy for youths, and providing relevant academic and career information to enable youths to make informed decisions along the way.

Ideally, the comprehensive guidance program includes the entire school staff. The pupil services team includes credentialed Pupil Personnel Services professionals (school counselors, school psychologists, school social workers, and child welfare and attendance officers), school nurses, and members of the student study team. The pupil services team can provide students with support and assistance in making decisions, managing emotions, coping with crises, setting short-term and long-term goals, and accessing the core curriculum.

A comprehensive and coordinated student support system helps schools and districts to overcome many societal barriers and create an environment conducive to learning. Credentialed school counselors are the crucial catalysts in brokering the necessary services within the student support system. Legislation (Assembly Bill 1113, Chapter 51, Florez, Statutes of 1999) provides new statewide funding, which school districts may use, among other purposes, to establish counseling and other student support services.

The following resources provide valuable direction to school districts and county offices of education in developing standards, assessment, and accountability systems in the areas of comprehensive guidance programs:

- *Education Code* Section 49600 defines educational counseling as “specialized services provided by a school counselor possessing a valid credential with a specialization in pupil personnel services who is assigned specific times to directly counsel pupils.” The *Code* specifies the mandated components of a district educational counseling program, including specific counseling strategies and activities to be incorporated into three program areas—academic, career and vocational, and personal and social counseling.
- The *California State Board of Education Policy Statement on Guidance and Counseling* provides definitive guidelines for developing an effective district guidance program, including “specific student outcomes in terms of demonstrable knowledge, skills, and attitudes.” It is the policy of the State Board that all students attending public schools in California are entitled to receive the benefits of effective guidance and counseling programs and services to meet their educational, academic, career, vocational, personal, and social needs at all levels of development.

- The CDE publication *Guidelines for Developing Comprehensive Guidance Programs in California Public Schools* describes a comprehensive program as one that provides for the educational, career, personal, and social development of *all* students, kindergarten through adult school. The program is student-centered, personalized, and developmental and uses all available resources. While it is no longer in print, this document can still be obtained online at the Web address <<http://www.cde.ca.gov/spbranch/ssp>>.
- *The National Standards for School Counseling Programs*, developed by the American School Counselor Association, serves as a guide for implementing strategies and activities that support and maximize student learning. *The National Standards* provides a framework for designing and developing a comprehensive guidance program based on specific student competencies in three program areas—academic, career, and personal and social development. *The National Standards* provides an exemplary model for local educational agencies to use in developing local standards for evaluating their guidance programs.

These and other resources are available at the Web site <<http://www.cde.ca.gov/spbranch/ssp>>. For more information, contact Karen Lowrey, Paul Meyers, or Jackie Allen in the Counseling Programs and Student Support Services Unit at (916) 445-5629.

### **School Counseling Facts**

51 <sup>st</sup>	National ranking of California's student-to-counselor ratio among all the states, including the District of Columbia (National Center for Education Statistics, 2000)
945:1	Average student-to-counselor ratio in California K–12 schools (2000-01 CBEDS)
490:1	National student-to-counselor ratio average in K–12 schools (National Center for Education Statistics, 2000)
250:1	Recommended student-to-counselor ratio by the American Counselor Association, American School Counselor Association, American School Health Association, and National Education Association. The California Teachers Association recommends a ratio of 300 to 1.
543:1	Average student-to-counselor ratio in California high schools*
783:1	Average student-to-counselor ratio in California middle/junior high schools*
3,862:1	Average student-to-counselor ratio in California elementary schools*

\*Estimated from the California Commission on Teacher Credentialing 1999 Pupil Personnel Services Statewide Survey

# Safe Schools and Violence Prevention

Preventing violence in schools is a high priority for Californians. CDE provides the following programs to assist schools in creating safe and nurturing learning environments within which youths may develop into healthy, productive citizens:

- **School/Law Enforcement (S/LE) Partnership.** Since 1983 the State Superintendent of Public Instruction and the Attorney General have unified their efforts and resources through the S/LE Partnership. The S/LE Partnership highlights collaborative programs that involve members of the entire school community, especially local law enforcement. The Partnership offers information to all local educational agencies through publications, training, and conferences as well as technical assistance on school safety through the services of its Cadre members—a group of 100 professionals from law enforcement, education, and youth-serving agencies. In addition to the ongoing S/LE activities, the State Superintendent and Attorney General formed a task force in 1999 to examine ways to enhance the partnership’s ability to increase school safety services. Copies of the task force report are available at <http://caag.state.ca.us/publications/safeschool.pdf>.
- **Safe School Plan Implementation Grant Program.** This competitive grant program, offered by the S/LE Partnership, provides schools \$5,000 in matching grants to implement part of their safe school plans; \$500,000 is available to fund up to 100 programs annually.
- **Safe School Plans for New Schools Grant Program.** Three million dollars have been allocated for safe school plans for new schools for the 2001-02 school year. The funding supports development and implementation of legislatively mandated, comprehensive safe school plans.
- **Conflict Resolution/Youth Mediation Program.** This S/LE Partnership program provides \$280,000 for school-based conflict resolution/youth mediation programs to teach students to resolve their disputes without resorting to violence. Funds are provided to initiate comprehensive programs for California K–12 public schools through peer mediation, curriculum integration of conflict resolution principles, and training for the school community.
- **School Community Policing Partnerships.** This competitive grant program, offered by the S/LE Partnership, is funded at \$10 million per year and disbursed as grants of up to \$325,000, spread out over three years. The key program requirement is the formation of a collaborative partnership, which involves schools, law enforcement, students, parents, and the community in designing and operating a school/community safety program.
- **School Safety Block Grant.** For 2001-02 the Legislature provided \$71.1 million for a block grant to be allocated to school districts serving youths in grades eight through twelve, based primarily on student enrollment. Another \$1 million was allocated to county offices of education, also based on enrollment. These funds are to be used for strategies such as hiring personnel trained in conflict resolution, providing on-campus communication devices,

establishing staff training programs, and establishing cooperative arrangements with law enforcement.

- **California Safe Schools Assessment.** The California Safe Schools Assessment (CSSA) is a statewide school crime reporting program that began in 1995. All California public schools, school districts, and county offices of education are required by the California *Penal Code* to collect and report incidents of school crime. The information is used to assess public school safety in California. CDE is required to prepare a CSSA data summary report for the previous school year and submit it to the California Legislature by March 1 of each year. The 1999-2000 CSSA data reveal the following trends in incident rates per 1,000 students enrolled:
  - Crimes against persons* increased 17 percent.
  - Property crimes* increased 4 percent.
  - Drug and alcohol offenses* increased slightly (2 percent) for a second year in a row.
  - Other crimes* (bomb threats, destructive/explosive devices, loitering/trespassing, and possession of weapons) decreased 14 percent, which included a 12 percent reduction in possession of weapons on campus and a 40 percent drop in reported bomb threats.
- **Student Leadership Grant Program.** The Student Leadership Grant Program is a competitive grant program for public high schools requiring significant youth involvement in the planning and implementation of a proposed project. The program's purpose is to support strategies initiated by students to achieve and maintain a safe and healthy school site.
- **Gang Risk Intervention Program (GRIP).** GRIP provides \$100,000 grants to county offices of education for programs designed to divert youths from gang involvement. The programs provide counseling, mentoring, after-school activities and tutoring, community action and involvement projects, job training, and career awareness.
- **High-Risk Youth Education and Public Safety Program.** This program, funded at \$18 million in 2001-02, provides youths who have been involved in the juvenile justice system with a structured daily program of eight to 12 hours that includes at least four hours of academic instruction every school day. The program also provides a continuum of care that spans prevention, early intervention, treatment, and reentry to the school environment.
- **Safe and Drug-Free Schools and Communities Act.** This federally funded program provides school- and community-based alcohol/drug and violence prevention programs. CDE administers the Title IV program and provides technical assistance jointly through the Safe Schools and Violence Prevention Office and the Healthy Kids Program Office.

For further information on these programs, contact the Safe Schools and Violence Prevention Office at (916) 323-2183 or visit the Web site at <<http://www.cde.ca.gov/spbranch/safety>>.

# Child Care and Development Programs

With the continued implementation of welfare reform and due to economic need, an ever-increasing number of parents in California entrust the care of their children to persons outside the family for a significant portion of each work day. In this regard California has been a leader in the nation in recognizing the value of quality child care and development programming for infants, toddlers, prekindergarten children, and school-age children. For over 50 years the California Department of Education's (CDE's) Child Development Division (CDD) has developed and funded agencies throughout the state so that families can find a safe and healthy environment for their children that is staffed by competent, caring adults. CDD also funds services for low-income families, including welfare recipients, in licensed center-based programs and family child care homes and in license-exempt settings, such as their own home or the home of a relative or neighbor.

As a result of welfare reform, the Child Care and Development Program is now in the fifth year of the most significant period of change in its history. Chapter 270, Statutes of 1997 (Assembly Bill 1542), enacted the California Work Opportunity and Responsibility to Kids (CalWORKs) program to move families from welfare dependency to work and, ultimately, to self-sufficiency. Under the CalWORKs program, participants are (1) required to engage in work or work preparation activities; and (2) provided an array of welfare-to-work support services, including child care. CalWORKs delivers child care in three stages. Stage 1 is administered by the California Department of Social Services (CDSS). Stages 2 and 3 are administered by CDE through its certificate-based Alternative Payment Programs.

CDE, in collaboration with CDSS and the Legislature, will continue to refine the current child care and development system by taking into consideration a recent study issued by the State and Consumer Services Agency. The Legislature is also considering the issues surrounding child care eligibility and other state child care policies.

High-quality child care and development services must be available to families in transition from welfare, as well as to low-income families not on aid, to assist them in remaining independent of welfare assistance. Services to children at risk of neglect and abuse remain a top priority of the program. CDE is committed to working collaboratively to develop a streamlined and consolidated state plan for early care and education services that meets the needs of California's families and children. This collaboration includes Head Start through CDD's grant to support the California Head Start-State Collaboration Office.

The child care and development system in California continues to be the largest and most comprehensive in the nation, with funding over \$2.1 billion for FY 2001-02. In FY 2000-01 CDE had approximately 2,000 service contracts with nearly 900 public and private agencies supporting and providing services to 417,000 children. Contractors include school districts, county offices of education, cities, local park and recreation districts, county welfare departments, other public entities, community-based organizations, and private agencies.



Currently, more than a dozen CDE-administered programs are designed to meet the varied needs of California's families. The eligibility for federal and state subsidized services will continue to be based primarily on income and need, with additional criteria depending on program type and funding source. CDE is committed to maximizing parental choice of care and to promoting the availability and quality of infant through prekindergarten services as well as before-and-after school services. CDD has implemented several initiatives to support and assist child care and development programs to create welcoming and inclusive environments for children with disabilities and other special needs.

Indicators of quality in child development programs include a trained and committed staff, age- and developmentally appropriate practices, a safe and nurturing environment, an appropriate staff/child ratio, health and nutrition components, parental support, and strong program management and administration. High-quality programs increase a child's chance for school success. According to the National Association for the Education of Young Children, "Children enrolled in high-quality early education programs tend to be more successful in later school, are more competent socially and emotionally, and show higher verbal and intellectual development during early childhood than children who are not enrolled in such programs."

### **Child Care and Development Programs FY 2001-02 Appropriations**

	<b>State General Fund</b>	<b>Federal Child Care and Development Fund</b>	<b>Total</b>
State Preschool	\$ 308,023,000	-	\$ 308,023,000
General (Center-based) CD Programs	512,639,000	\$ 91,775,000	604,414,000
Campus Centers (with Match)	3,111,000	-	3,111,000
Migrant Child Care	26,537,000	5,341,000	31,878,000
Alternative Payment (AP) Programs	65,740,000	142,426,000	208,166,000
AP-Stage 2 CalWORKs	138,282,000	484,575,000	622,857,000
AP-Stage 3 CalWORKs	116,059,000	120,275,000	236,334,000
Resource and Referral	16,125,000	-	16,125,000
Campus Tax Bailout	5,671,000	-	5,671,000
Extended Day Care (Latchkey)	29,448,000	-	29,448,000
Bay Area Handicapped Program	1,528,000	-	1,528,000
CA Child Care Initiative	250,000	-	250,000
Quality Initiatives	15,320,000	44,814,000	60,134,000
Local Planning Councils	-	5,505,000	5,505,000
<b>TOTAL</b>	<b>\$ 1,238,733,000</b>	<b>\$ 894,711,000</b>	<b>\$ 2,133,444,000</b>

# Nutrition Services

The California Department of Education's Nutrition Services Division (NSD) provides leadership and support of nutrition services to enhance the health, well-being, development, and educational potential of California's children, adults, and families.

More than four million nutritious meals are served daily at more than 48,000 locations under the Adult Day Care Food Program, Child and Adult Care Food Program, Summer Food Service Program, and School Nutrition Programs. NSD distributes more than \$75 million annually in USDA-donated commodities to eligible public and private nonprofit agencies in California. NSD also collaborates with numerous health and nutrition-allied organizations, participates in hunger advocacy and professional organizations, and provides nutrition education and food service education and training to child nutrition program providers, educators, and families. NSD also works with disaster-relief organizations.

In other NSD programs children receive free milk at camps and schools; in selected California counties, low-income breast-feeding mothers, pregnant women, children under age five, and the elderly receive food boxes prescribed for their particular nutritional needs.

For more information, contact the Nutrition Services Division at (916) 445-0850 or (800) 952-5609.

# English Learner Students

In the 2000-01 school year, there were more than 1.5 million English learners in California public schools, an increase of about 32,000 students (2.1 percent) from the previous year. The California Department of Education provides assistance to local schools and districts to achieve the following goals:

- Offer instruction to promote the English language development (ELD) of English learners so that these students reach levels of proficiency commensurate with native speakers of English.
- Eliminate the academic gap that separates English learners from their native English-speaking peers.
- Support English learners to help them achieve, within a reasonable period of time, the same rigorous grade-level, academic standards that are expected of all students.

## **Basic Facts—California Language Census, Spring 2000**

**English learners constitute a significant portion of California public school students:**

- The 1,512,655 English learners constitute more than 25 percent of the total enrollment in California public schools.
- 2,357,326 students speak a language other than English in their homes. This represents approximately 39 percent of the state's public school enrollment.
- The majority of English learners (70 percent) are enrolled in the elementary grades, kindergarten through grade six. Thirty percent are enrolled in the secondary grades, seven through twelve.

**English learners come from many language groups, but approximately 95 percent speak one of the ten top languages in the state:**

- The top ten language groups in rank order are (1) Spanish, 83.4%; (2) Vietnamese, 2.5%; (3) Hmong, 1.8%; (4) Cantonese, 1.7%; (5) Pilipino (Filipino or Tagalog), 1.2%; (6) Korean, 1.1%; (7) Khmer (Cambodian), 1.0%; (8) Armenian, 0.8%; (9) Mandarin, 0.7%; and (10) Punjabi, 0.5%.

**English learners are placed in specific instructional settings in accord with the statutes and regulations established by Proposition 227:**

- 721,364 English learners are enrolled in structured English immersion settings.
- 181,455 English learners have been placed in an alternative program (e.g., bilingual instruction) as a result of a parental waiver.
- 472,697 English learners are placed in mainstream classrooms and are receiving additional services as a result of meeting the criteria for possessing a reasonable level of English proficiency.

- 44,921 English learners are placed in mainstream classrooms at the request of their parents, even though the pupils have not met the criteria for possessing a reasonable level of English proficiency.
- 92,218 English learners are placed in classes or instructional settings other than those explicitly authorized by Proposition 227. Some of these pupils are receiving customized English learner services specified in a special education, individualized education program (IEP); but others are not receiving any English learner instructional services.

**The 1,512,655 English learners receive various combinations of different instructional services regardless of program placements:**

- 165,427 receive only ELD instruction in addition to the regular school program.
- 540,045 receive at least one period of ELD and two periods of specially designed academic instruction in English (SDAIE, sheltered instruction in subjects such as mathematics or social science) in addition to the regular school offerings.
- 401,724 receive, in addition to ELD and SDAIE, at least two periods of subject matter instruction facilitated by primary language support.
- 167,163 receive, in addition to ELD, and often in combination with SDAIE and/or primary language support, at least two subject matter periods taught through primary language instruction.
- 155,830 receive English learner instructional services other than those described in this section.
- 82,466 do not receive any instructional services required for English learners.

**English learners are taught by a wide range of instructional staff:**

- 8,450 teachers hold a bilingual teaching authorization and are assigned to provide primary language instruction.
- 121,180 teachers hold a Cross Cultural and Academic Development (CLAD) or SB 1969/395 certificate and are assigned to provide SDAIE and/or ELD instruction.
- 3,571 teachers were in training for a bilingual teaching authorization.
- 33,514 teachers were in training for a CLAD credential or a SB 1969/395 certificate.
- 25,574 bilingual paraprofessionals were assigned to teachers by providing primary language support or instruction to English learners.

For more information, contact the Language Policy and Leadership Office at (916) 657-2566.

*Note:* To access the California Department of Education's database containing demographic information on language minority students, go to DataQuest at <<http://www.cde.ca.gov/dataquest>>. Look for reports related to English learners.

## Number of English Learner Students in California Public Schools, 1996-97 through 2000-01

Language	2000-01	1999-00	1998-99	1997-98	1996-97	Percent increase between 1996-97 and 2000-01
Albanian*	102	86	26	0	0	0.0
Arabic	6,993	6,564	6,077	5,900	5,642	23.95
Armenian	11,892	12,155	12,726	13,584	14,088	-15.59
Assyrian	702	685	696	761	773	-9.18
Burmese	586	566	526	498	366	60.11
Cantonese	25,093	25,509	25,556	25,360	25,714	-2.42
Cebuano (Visayan)	535	452	307	383	400	33.75
Chaldean	597	532	481	518	536	11.38
Chamorro (Guamanian)	71	47	50	53	53	33.96
Chaozhou (Chaochow)	740	753	756	755	783	-5.49
Croatian	364	452	419	284	163	123.31
Dutch	164	158	144	121	119	37.82
Farsi (Persian)	5,036	4,840	4,985	5,028	5,246	-4.00
French	946	860	781	687	589	60.61
German	867	864	799	755	633	36.97
Greek	225	250	228	214	212	6.13
Gujarati	1,142	1,094	1,136	1,148	1,125	1.51
Hebrew	654	603	620	635	553	18.26
Hindi	4,415	4,294	4,101	3,964	3,822	15.52
Hmong	27,150	28,374	29,474	30,551	32,014	-15.19
Hungarian	195	173	197	208	184	5.98
Ilocano	1,610	1,663	1,724	1,753	1,956	-17.69
Indonesian	1,192	1,107	1,021	863	810	47.16
Italian	303	312	288	281	267	13.48
Japanese	5,092	4,927	4,969	4,967	4,970	2.45
Khmer (Cambodian)	14,613	16,283	17,637	18,694	19,981	-26.87
Khmu	180	207	251	253	261	-31.03
Korean	16,877	16,279	15,761	15,521	15,884	6.25
Kurdish	321	340	318	285	148	116.89
Lahu	415	435	529	492	509	-18.47
Lao	6,101	6,901	7,703	8,343	9,212	-33.77
Mandarin (Putonghua)	10,368	10,102	10,388	10,380	10,397	-0.28
Marshallese	147	144	122	123	132	11.36
Mien/Yao	4,143	4,594	4,930	5,192	5,385	-23.06
Mixteco	419	388	363	349	353	18.70
Pashto	646	603	580	566	511	26.42
Pilipino (Tagalog)	18,161	18,193	19,041	20,062	20,844	-12.87
Polish	352	388	399	411	426	-17.37
Portuguese	2,369	2,248	2,299	2,207	2,492	-4.94
Punjabi	8,280	7,906	7,762	7,323	6,491	27.56
Rumanian	1,203	1,261	1,309	1,394	1,426	-15.64
Russian	8,134	8,029	8,143	7,598	7,328	11.00
Samoan	1,747	1,758	1,667	1,780	1,912	-8.63
Serbian**	0	118	104	103	79	-100.00
Serbo-Croatian	305	150	201	196	146	108.90
Spanish	1,261,139	1,222,809	1,181,553	1,140,197	1,107,186	13.90
Taiwanese	361	369	399	455	506	-28.66
Thai	1,611	1,575	1,613	1,670	1,535	4.95
Tigrinya*	395	344	195	0	0	0.00
Toishanese	226	112	64	58	60	276.67
Tongan	1,877	1,926	1,963	1,877	1,823	2.96
Turkish	245	227	188	198	166	47.59
Ukrainian	2,267	2,117	1,942	1,570	1,345	68.55
Urdu	2,502	2,327	2,023	1,851	1,585	57.85
Vietnamese	38,010	39,447	41,456	43,008	45,530	-16.52
Other non-English languages	12,575	15,627	13,702	14,739	16,722	-24.80
<b>State totals</b>	<b>1,512,655</b>	<b>1,480,527</b>	<b>1,442,692</b>	<b>1,406,166</b>	<b>1,381,393</b>	<b>9.50</b>

Source: Language Census, Educational Demographics, July 2001

Note: English learners were formerly referred to as limited-English-proficient (LEP) students.

\* Not collected prior to 1999.

\*\* Now counted under Serbo-Croatian.

# Special Education

Almost 651,000 individuals, newborn through twenty-two years of age, received special education in California in 2000. “Special education” means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability. California provides such instruction through a continuum of placement options in the least restrictive environment. Infants and their families, preschoolers, students, and young adults may receive special education services in a variety of settings that might include day care settings, preschool, a regular classroom, a classroom that emphasizes specially designed instruction, the community, and the work environment. The California Department of Education works with colleges and universities to deliver staff development and training to ensure that teachers and other service providers are qualified to work with children with disabilities.

The Special Education Division provides state leadership and policy direction for local school district programs and services for students who have a disability. This includes working with the Legislature for program support and providing families with information on the education of a child with a disability. The division works cooperatively with other state agencies in providing family-centered services for infants and preschool children and planned steps for transition from high school to employment and quality adult life. These efforts are supported by evaluation of student outcomes and analysis of current research. The division responds to consumer complaints and administers the federal Individuals with Disabilities Education Act (IDEA) for the State of California.

The 13 disability categories and enrollment breakdown in California for young people **ages six to twenty-two** are as follows:

- Enrollment by disability category—*Mental Retardation 35,708; Speech or Language Impairment 125,100; Visual Impairment 3,694; Emotional Disturbance 22,209; Orthopedic Impairment 11,481; Other Health Impairment 18,429; Specific Learning Disability 344,622; Deaf 3,736; Hard of Hearing 5,606; Deaf-Blind 147; Multiple Disabilities 5,393; Autism 10,572; and Traumatic Brain Injury 1,235.*

## **Advisory Commission on Special Education**

An Advisory Commission on Special Education (ACSE) is mandated by both state and federal law. ACSE is required to study, assist, and provide recommendations at least annually to the Governor, the Legislature, the State Board of Education, and the State Superintendent of Public Instruction about issues related to the education and unmet needs of individuals with disabilities. There are 17 members of ACSE: one member of the State Assembly; one member of the State Senate; three public members appointed by the Speaker of the Assembly; three public members appointed by the Senate Committee on Rules; four public members appointed by the Governor; and five public members appointed by the State Board of Education.

## **Selected Projects/Programs**

CDE has many projects and programs, including California Services for Technical Assistance and Training (CalSTAT), Resources in Special Education (RISE), California Deaf-Blind Services (CDBS),

Technical Assistance with Least Restrictive Environment, Supporting Early Education Delivery Systems (SEEDS), and Special Education Early Childhood Administrators Project (SEECAP). These special projects provide services that vary from technical and research to training, conferences, and services to more than 30,000 students.

CDE also certifies more than 900 nonpublic schools and agencies throughout California to provide special education services to students with disabilities. For more information, contact the Special Education Division at (916) 445-4613 or check the Web site at <http://www.cde.ca.gov/spbranch/sed>.

## **State Special Schools and Services Division**

The State Special Schools and Services Division (SSSD) provides a variety of direct services to individuals with special needs, parents, and local educational agencies (LEAs) through programs it operates at the California Schools for the Deaf in Fremont and Riverside; the California School for the Blind in Fremont; three Diagnostic Centers in Fremont, Fresno, and Los Angeles; and the Clearinghouse for Specialized Media and Technology in Sacramento. The SSSD employs 1,300 staff, representing nearly 40 percent of all California Department of Education employees. Its schools and centers occupy nearly 150 acres of land and 23 acres of buildings.

### **Schools for the Deaf**

The two Schools for the Deaf provide instructional programs to more than 1,000 deaf students in California. In addition, both schools serve as a resource to educational and community service agencies. The School for the Deaf in Fremont was the first special education program in California, established in San Francisco in 1860.

Students are enrolled in either a day or a residential status, depending upon their individual needs and the residence of their parent or guardian. Both Schools for the Deaf have earned national and international reputations for the quality of services provided. They are accredited by the Western Association of Schools and Colleges and the Conference of Educational Administrators Serving the Deaf. The schools use curriculum frameworks from the California Department of Education as their basis of instruction. Students are referred through the local school district. Beyond their academic and vocational/career education programs, both schools offer comprehensive support services and extracurricular activities. Outreach and technical assistance are provided to parents, LEAs, consumers, and the business and the professional communities.

### **Deaf and Hard-of-Hearing Unit**

Numerous reports, studies, and commissions conducted over the past 40 years have all concluded that the present status of education for deaf persons in the United States is unsatisfactory. As a result, the State Superintendent of Public Instruction established the Deaf and Hard-of-Hearing Unit within the California Department of Education. The unit is responsible for implementing many of the recommendations of these earlier studies, in particular, the 1999 recommendations made by the California Deaf and Hard-of-Hearing Education Advisory Task Force convened by the State Superintendent of Public Instruction.

For more information, contact Dick Crow or Nancy Grosz Sager in the Deaf and Hard-of-Hearing Unit at (916) 327-3850.

## **School for the Blind**

The California School for the Blind provides educational programs for approximately 130 blind, visually impaired, and deaf-blind students in residential as well as day school programs. The school was founded in San Francisco in 1860. Students range from five through twenty-two years of age. Preparation for adult life and mainstreaming into the home community are long-term goals for each student.

## **Diagnostic Centers**

First established in 1947, the Diagnostic Centers have evolved into regionalized programs for all LEAs by providing various assessment services for individuals with special needs who range in age from three through twenty-two years. Referrals are made by the LEA after it first exhausts its local resources. All assessments are individualized to match the student's needs and LEA-parent questions and concerns. Nearly 66 percent of all assessments occur at the student's local school; all others occur at the Diagnostic Center. Teams of specialists in the fields of special education, school psychology, clinical psychology, speech/language pathology, motor development, and developmental pediatrics conduct the assessment programs. Parent involvement is emphasized throughout the student's assessment. Transition services are also provided to special education students ages fourteen through twenty-two.

Each of the Diagnostic Centers also offers a variety of staff development and training as well as consultation services to LEAs, parents, and other service agencies. Training topics are developed according to the LEA's changing needs.

## **Clearinghouse for Specialized Media and Technology (CSMT)**

CSMT produces nearly all state-adopted print materials in Braille and large print and on audiocassette for persons requiring alternative formats. It also distributes various reference publications statewide, including the *Aural Media Catalog*, *Braille Catalog*, and the *Large Print Catalog*. CSMT maintains an inventory of educational materials and equipment provided by the American Printing House for the Blind; distributes more than \$600,000 worth of specialized materials and equipment to students each year; and assists LEAs by offering funds to pay for reading services required by certificated classroom teachers who are legally blind.

For more information, contact the State Special Schools and Services Division at (916) 327-3850 or TTY (916) 445-4556.



# Preparing Students for the Workforce

An important part of the work of the California Department of Education (CDE) is to strengthen the relationship between a strong K–12 system and California’s economic future. That future depends on the state’s ability to develop a competitive workforce for the knowledge-based, global economy of the twenty-first century. CDE’s perspective has broadened from the traditional vocational (now career and technical) education curriculum to a multifaceted concept incorporating career preparation and workforce development. Elements include integrating academic and career and technical curricula, adding or modifying workforce development programs, and expanding internal and external partnerships.

Career and technical education continues to be a priority, but the focus is expanding from the traditional subject areas—agriculture, health sciences, business, home economics, careers and technology, and industrial and technical education—to an “industry cluster” approach. CDE works with professional and student organizations in offering technical assistance and professional development. The Carl D. Perkins Vocational and Technical Education Act of 1998 provides funding to improve career and technical education programs in secondary schools and community colleges. Through the Perkins State Plan, California articulates state policy that drives career and technical education planning in public schools.

That state policy is built on high standards for all students. California has made great progress in defining basic academic and employability skills that every student should master in order to earn a high school diploma. The underlying notion, based on the 1991 report of the Secretary’s Commission on Achieving Necessary Skills (SCANS), is that all students should develop these basic competencies to become productive workers, successful family members, contributing members of the community, and lifelong learners.

Current systemic initiatives and programs are as follows:

**School-to-Career**, the federal School-to-Work Opportunities Act of 1994, aims at creating systemic change and encouraging career planning for all K–12 students. School-to-career is built on a three-part framework: school-based integration of academic and applied curriculum; work-based activities; and activities that connect school to work. A statewide Advisory Council focuses on policy, and numerous regional partnerships coordinate school-to-career activities around California. The long-range goal is to institutionalize school-to-career in California education.

**Regional Occupational Centers and Programs (ROC/Ps)** comprise the state’s largest workforce preparation system with 72 ROC/Ps providing quality career training to more than 450,000 high school and adult students. Using state funds, ROC/Ps respond to economic and employment trends with curriculum that meets current and future job market demands, thereby providing business and industry a specifically trained, immediately productive pool of skilled employee candidates.

**Apprenticeship Programs**, based on some of 800 “apprenticeable crafts or trades,” offer a variety of benefits to students in adult education and ROC/Ps, including training to meet the needs of new and emerging occupations, curriculum tied to industry-supported standards, and increased earning power. CDE shares responsibility for training apprenticeship instructors and developing instructional materials and curricula. CDE also provides technical assistance to schools and approves related and supplemental courses and programs for apprenticeship training.

**The Perkins Act** is a \$120 million-per-year federal grant program to strengthen and improve career and technical education programs in California. More than 500 secondary school districts and community college districts utilize the funds for professional development, program design, curriculum development, and other strategies to extend and enhance the quality of their career and technical education programs.

**The Workforce Investment Act of 1998 (WIA)** has replaced the Job Training Partnership Act as the primary federal source of job training funding. CDE plays a cooperative role in implementing the WIA in California, especially the provisions targeted to serving youths both in and out of school.

**Career Development** builds CDE’s capacity to support comprehensive guidance and counseling programs that help students explore career options and identify educational paths to preferred careers; assists in field trials of career exploration and life skills programs; and develops policy for secondary education and career development.

**California Workforce Development: A Policy Framework for Economic Growth** was produced by a statewide collaborative effort in which the State Superintendent of Public Instruction is a partner. The partnership, created under the Regional Workforce Preparation and Economic Development Act (RWPEDA), links education, workforce preparation, and economic development to create an integrated workforce development system so that California will have a competitive workforce in the twenty-first century economy. Implementing that policy framework and promoting regional collaboration is the focus of the partnership.

**Gender Equity** initiatives are aimed at building an integrated approach to equity and gender equity in both career and technical programs and the academic curriculum. The purpose is to help local educational agencies better serve all students through improved compliance with gender equity and civil rights law, elimination of sex bias in teaching practice and curriculum, and support for programs that assist students in overcoming all barriers to equal education.

**Partnership Academies** prepare high school students for career ladders and involve business more fully in secondary education. Numbering approximately 290, the Partnership Academies are “schools within schools” that provide a three-year program for students in grades ten through twelve who choose to be in the program. The integrated curriculum, implemented by a small team of teachers, focuses on a career theme and includes related academic classes.

**CS<sup>2</sup>**, an initiative designed and administered by the Massachusetts-based Center for Youth Development and Education, aims to involve the entire community in developing and carrying out plans to help students progress successfully from middle school through high school and on to adulthood. Working with broad-based partnerships in three California communities and a statewide organization (New Ways to Work), **CS<sup>2</sup>** teams are building systems that include coherent career development strategies, curriculum and instructional reform, and a network of social services and enrichment programs to support students. CDE provides statewide coordination and support for capacity-building within the participating communities.

# Adult Education

The California Department of Education serves more than 1.7 million adult learners annually by allocating state and federal funds through its provider network. The statewide adult education system focuses on how to provide the best learning opportunities for adults wishing to improve their basic skills, employability, or quality of life. For more information, contact the Adult Education Office at (916) 322-2175.

Adult students are served by school districts, community colleges, community-based organizations, correctional facilities, state agencies, and local public libraries. Adult programs include the following:

- *Parent Education.* This program centers on parents, prospective parents, and other individuals assuming parental roles. It seeks to develop parental skills and attitudes to promote the healthy development of children and high-quality family relationships.
- *Elementary Basic Skills.* Adults enrolled in this program are taught such basic skills as mathematics, reading, history–social science, science, language arts, and other subjects at the elementary level.
- *High School Basic Skills.* Adult learning centers conduct a program of instruction in nearly 50 subjects for adults working toward a high school diploma or preparing for the *General Educational Development (GED)* test.
- *English as a Second Language (ESL).* In the ESL program, adults who are English learners are instructed in listening, speaking, reading, and writing in English.
- *Immigrants/Citizenship.* Programs for immigrant adults provide instruction in citizenship, ESL, and classes needed for job-specific technical training.
- *Short-term Vocational Programs with High Employment Potential.* Adult vocational education programs provide training for meaningful employment and skills improvement in career fields that do not require an advanced degree.
- *Programs for Older Adults.* Programs for older adults are structured specifically for the needs and interests of the older population. The programs are designed to help older adults remain fully functioning, contributing members of society.
- *Programs for Adults with Disabilities.* These classes serve the educational needs of adults with developmental learning disabilities.
- *Home Economics Education.* Instruction in home economics education prepares individuals for entry-level or advanced training in home occupational areas. Home economics education also helps other individuals and families meet the challenges of daily living and improve the quality of home and family life.
- *Health and Safety Education.* Instruction in this program is related to prolonging life and adding to its quality. Classes focus on health and safety and on physical and mental well-being.

- *Literacy for Homeless Adults.* This program provides literacy life skills and vocational instruction for the homeless population.
- *Literacy for Incarcerated Adults.* This program provides instruction in elementary and secondary basic skills for adults in correctional facilities.

## Federal Funds

The Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment Act, provides federal funds to the California Department of Education to distribute to schools, community colleges, community-based organizations, and correctional facilities. AEFLA's purpose is to help adults to (1) become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) obtain the educational skills necessary to become full partners in their children's educational development; and (3) complete secondary school. To meet AEFLA's accountability requirements, education providers must substantiate student performance before receiving funds.

### Enrollment in K-12 Adult Schools, 1999-2000

Categories	Enrollments	Percent of Total
Elementary School Subjects	109,163	5.77
High School Subjects	343,763	18.17
ESL	699,812	36.98
Citizenship	41,345	2.19
Adults with Disabilities	58,301	3.08
Short-term Vocational Education	240,354	12.70
Parent Education	138,958	7.34
Older Adult Programs	205,815	10.88
Health and Safety	28,753	1.52
Home Economics	25,951	1.37
Subtotal Enrollments	1,892,215	100.00
<b>Unduplicated Adult School Enrollees*</b>	1,649,084	
<b>Federal Enrollees (Other Providers)</b>	77,276	
<b>Total Number of Unduplicated Enrollees**</b>	1,726,360	
<b>Graduates</b>	16,670	
<b>CalWORKS Enrollees</b>	50,492	

\* *Unduplicated* means that each student is counted only once, regardless of the number of classes in which he or she is enrolled.

\*\* Does not include inmate or hospital populations.

# Educational Alternatives in Public Schools

In 2000 California's public education system had 2,800 alternative schools and schools with one or more alternative programs. Approximately 400,000 students were enrolled in educational alternatives ranging from magnet programs to community day schools.\* Some of these alternatives are programs or schools of choice, and some are programs or schools to which students are referred involuntarily. Many of the major educational alternatives in California public schools are highlighted below.

The California Department of Education's (CDE's) Educational Options Office Web site <<http://www.cde.ca.gov/spbranch/essdiv/edoptshome.html>> provides more complete information on educational alternatives, including adult education programs, such as jail education and innovative instruction for hard-to-reach adults. Contacts for particular alternative programs can be found on the Web site, or you may call the Educational Options Office at (916) 322-5012. Information on programs for pregnant and parenting teens can be found at <<http://www.cde.ca.gov/calsafe>> or by calling the Youth Education Office at (916) 654-3898.

CDE's services for alternatives and options consist of (1) assisting districts to identify and make effective use of models that meet local requirements; (2) explaining legal options and rights; (3) processing requests for waivers; and (4) assisting with applications for new schools and for appropriate funding (e.g., for community day schools, new continuation schools, and middle school opportunity education).

## **Alternative Schools and Programs**

*Education Code* Section 58500 et seq. provides for district establishment of alternative schools and programs that are entirely voluntary in nature. Districts can seek waivers of any provision of the *Education Code* for these schools and programs from the State Superintendent of Public Instruction. Alternative schools and programs can vary from "open" to "structured." Funding for these schools and programs is based mainly on average daily attendance.

The schools and programs are often characterized by (1) responsiveness to learning and instructional style differences; (2) the positive consequences of being a school of choice; (3) low rates of violence, vandalism, and antisocial behavior; and (4) small unit size. The effective use of such instructional strategies as independent study, community-based education, focused or thematic education (e.g., a Partnership Academy), and flexible scheduling enhances attendance and improves performance.

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\*This is the number of students reported for the California Basic Educational Data System (CBEDS) on a single day in October. However, because of the significant turnover of students in some alternative programs, this number significantly understates the actual number of students served in a given year.

## **Magnet Programs**

In 2000 magnet programs were reported to be offered in 448 schools throughout California. Most magnet programs reflect a district strategy to achieve racial and ethnic balance by offering special and attractive opportunities in curriculum and instruction, at times with the benefit of federal and state funding.

## **Independent Study**

CDE encourages students and parents to consider independent study through the local public school system if they are looking for an alternative to classroom instruction. Independent study allows students to pursue education outside the classroom within the framework of a written agreement that specifies requirements consistent with the local school district's course of study. The agreement also ensures general supervision by a credentialed employee of the school in which the child is enrolled. For more information regarding program matters, contact the Educational Options Office. Questions about attendance accounting may be directed to the School Fiscal Services Division at (916) 327-0857.

The Department has published the *Independent Study Operations Manual*, 2000 edition, to provide information about legal requirements and program guidelines for school districts. Contact the CDE Press Sales Office at (800) 995-4099 to purchase a copy. The price is \$30 plus tax and shipping and handling charges.

## **Community Day Schools**

Community day schools (CDSs) were first implemented during the 1996-97 school year as a new alternative program for mandatorily expelled and other high-risk youths. The program was created as part of an effort to implement a policy of zero tolerance for serious negative behaviors. Districts must ensure that an educational program is provided to expelled students, and CDSs provide a placement option for school districts seeking ways to meet this need. In 1998 county offices of education were authorized to establish CDSs.

More than 200 districts and 20 county offices of education operated CDSs at the start of the 2001-02 school year. More than 8,000 students were enrolled in CDSs as of October 2001. However, a significant turnover in CDS students occurs as they make transitions into and out of CDSs throughout the year. It is estimated that the actual number of students served in 2000-01 was well over 15,000. With the program's continuing growth, it is anticipated that as many as 20,000 students may be served in CDSs during the 2001-02 school year.

A student in kindergarten or grades one through twelve may be assigned to a CDS if he or she is:

- Expelled for any reason;
- Probation-referred pursuant to Section 300 or 602 of the Welfare and Institutions Code; or
- Referred by a school attendance board or other district-level referral process.

Assignment to CDSs must be made in priority order: first, students expelled for mandatory expulsion offenses; second, students expelled for any other reason; and third, all other students, unless there is an agreement that the county superintendent of schools will serve any of these students.

Community day schools have the following characteristics:

- The minimum school day is 360 minutes of classroom instruction provided by a certificated employee of the district or county reporting the attendance of the students for apportionment funding.
- They are located separately from comprehensive, continuation, and opportunity schools.
- An optional extended day is possible.
- Independent study may not be used to provide any part of the minimum instructional day.

School districts operating CDSs are expected to emphasize the following program components: (1) low pupil-teacher ratio; (2) individualized instruction and assessment; (3) maximum collaboration with district support services; and (4) cooperative relations with the county office of education, law enforcement, probation officials, and human services agencies personnel who work with youths at risk of failure.

## **Program Access and Retention Initiative**

The goal of the Program Access and Retention Initiative (PARI) is to ensure that dropout prevention, recovery, and retention services are made available to youths and adults aged sixteen and older who are at risk of not completing a high school education. The PARI project supports improved coordination of traditional K–12, alternative education, and adult education programs for the purpose of assisting all students in achieving their educational goals.

## **Continuation Education**

Continuation education, an educational option for students since 1919, is a high school diploma program designed to meet the needs of students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their schooling. Students enrolled in continuation education programs are often credit deficient. They may need a flexible educational environment because they are employed or fulfilling family obligations. For apportionment purposes, a day of attendance in continuation education is 180 minutes. However, many continuation high school programs provide a wide spectrum of courses that exceed the minimum daily requirement. In addition to the academic courses required for graduation, the program of instruction emphasizes occupational or career orientation or a work-study schedule. Supplemental programs and services may include, but are not limited to, independent study, ROP, career counseling, and job placement and apprenticeship programs.



## **K-12 Dropout Prevention and Recovery Programs**

**School-Based Pupil Motivation and Maintenance (M&M) Program**—a dropout prevention program that motivates students to stay in school. Eligible schools receive a grant to hire a dropout prevention specialist known as the outreach consultant. The outreach consultant assists the school in developing a safety net for students who are unsuccessful or not benefiting from the regular school program. The outreach consultant also develops programs to ensure that students receive services that promote resiliency. The M&M Program allows schools to coordinate categorical programs and services to meet the needs of students at risk of dropping out. A key component of the M&M Program is the Student Success Team (SST), an early identification and intervention process.

**Alternative Education Outreach Consultant (AEOC) Program**—a districtwide dropout recovery program which focuses primarily on recruitment of school dropouts into the AEOC program. Eligible school districts receive a grant to hire an outreach consultant who assists with recruiting, assessing, and counseling students in a variety of educational placements within the school district.

**Educational Clinic Program**—a dropout recovery program intended to serve students who are not attending school. The Educational Clinics focus on providing basic academic skills to students between the ages of fourteen and nineteen, inclusive, who have been out of school for 45 days or more or who have been expelled from school prior to enrollment in the program. Students may receive up to 225 hours of instruction (405 with written approval by CDE) at the clinic. Upon completion, they transfer to another educational placement within the school district.

## **Countywide Foster Youth Services Programs**

Foster Youth Services (FYS) programs provide support services to reduce the traumatic effects of displacement from family and school and to increase the stability of placements for foster children. FYS programs ensure that health and school records are obtained to establish appropriate placements and coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. These services are designed to improve the children's educational performance and personal achievement, directly benefiting them as well as providing long-range cost savings to the state.

FYS programs work through interagency collaboration with social workers, probation officers, group home staff, school staff, and community service agencies to influence foster children's day-to-day routines both during and after school. FYS programs may also collaborate with, complement, and supplement a variety of existing support services to help ensure delivery of comprehensive support services to foster children and youths. These services include Title I, Neglected and Delinquent Youth (P.L. 103-382) program services and Healthy Start services as well as services provided by Systems of Care, special education local plan areas (SELPAs), and Independent Living Programs (ILPs), to name a few. Foster Youth Services programs are funded through a noncompetitive grant process. Eligible applicants include county offices of education,

a consortium of school districts in cooperation with a county office of education, or a consortium of counties as a single applicant. There are currently 43 FYS projects in 38 of California's 58 counties.

### **Opportunity Education Program**

Opportunity Education schools, classes, and programs are established to provide additional support for students who are habitually truant from instruction, irregular in attendance, insubordinate, disorderly while in attendance, or failing academically. Opportunity Education provides a supportive environment with specialized curriculum, instruction, guidance and counseling, psychological services, and tutorial assistance to help students overcome barriers to learning. It should not be viewed as a permanent placement for resistant learners but as a short-term intervention to ensure that students will succeed when they return to their regular classrooms. Districts or county offices of education may establish Opportunity Education programs for students in grades one through twelve and can receive incentive funding to provide Opportunity Education for students enrolled in grades seven through nine, pursuant to *Education Code* sections 48630 and 48644.

### Statewide Enrollment in Educational Alternatives 1991-92 Through 2000-01

Program	Grade Level	2000-01	1999-00	1998-99	1997-98	1996-97	1995-96	1994-95	1993-94	1992-93	1991-92
Continuation Education	K-8	590	161	277	97	2,564	76	734	33	78	87
	9-12	66,253	64,153	62,821	63,571	54,604	39,541	37,226	30,915	30,826	26,059
Community Day School	K-8	2,394	1,930	959	348	85					
	9-12	5,885	5,139	1,540	1,082	346					
Community & Experienced Based	K-8	2,122	1,776	797	730	1,110	1,033	843	667	513	627
	9-12	6,959	5,815	4,413	4,056	4,660	6,085	3,043	2,362	2,819	1,225
Opportunity	1-8	4,782	3,677	3,951	4,142	4,282	3,550	4,386	2,847	2,725	3,549
	9-12	8,536	6,227	6,981	6,699	5,927	5,432	7,615	5,476	4,442	5,589
Magnet	K-8	134,074	143,230	141,887	145,705	151,790	148,224	127,293	119,060	91,338	106,738
	9-12	55,831	55,739	65,862	63,223	56,103	56,477	50,998	47,603	36,690	34,695
Pregnant & Parenting	K-8	91	158	160	215	238	158	191	160	238	282
	9-12	6,521	6,701	6,435	6,739	7,299	7,546	7,364	6,799	7,123	6,677
Independent Study*	K-8	17,205	14,341	10,060	6,104	5,483	6,223	8,820	5,726	8,095	5,991
	9-12	58,155	56,993	55,851	55,331	48,769	46,937	47,709	42,019	35,784	33,827
Home Independent Study*	K-8				9,029	6,495	6,980	5,371	4,957		
	9-12				4,351	3,357	2,981	1,867	1,291		
Other Programs	K-8	10,095	8,764	11,363	7,342	5,807	3,126	4,065	3,719	8,114	8,141
	9-12	20,421	18,734	16,674	11,164	14,787	8,408	9,185	8,637	9,190	10,667
<b>State Totals</b>	<b>K-8</b>	<b>171,353</b>	<b>174,037</b>	<b>168,495</b>	<b>173,364</b>	<b>177,769</b>	<b>169,370</b>	<b>151,703</b>	<b>137,169</b>	<b>111,101</b>	<b>125,415</b>
	<b>9-12</b>	<b>228,561</b>	<b>219,501</b>	<b>219,037</b>	<b>215,134</b>	<b>195,506</b>	<b>173,407</b>	<b>165,007</b>	<b>145,102</b>	<b>126,874</b>	<b>118,739</b>

*Note:* These figures are based on CBEDS data, reflecting the number of students enrolled on a single day in October when CBEDS data are reported each year. Because of the turnover that occurs as students transition into and out of educational alternative placements throughout the year, the enrollment numbers in this table undercount, to an unknown but probably significant extent, the number of students actually served in these programs.

\* Prior to 1993-94 and after 1997-98, Home Independent Study reported with Independent Study

# Charter Schools

A charter school is a public school that may provide instruction in grades K–12. A charter petition may be initiated by parents, teachers, or community members, and it is usually approved by a local school district governing board. The law grants chartering authority to county boards of education and the State Board of Education in cases where a petition has been previously denied by a school district governing board.

The specific goals and operating procedures for a charter school are detailed in the agreement between the board and the organizers (the charter). Charter status frees the school from most state statutes and regulations that normally apply to school districts. The purpose of these schools is to improve student learning, encourage the use of different and innovative teaching methods, create new professional opportunities for teachers, and provide parents and students with expanded educational opportunities within the public school system. There are, however, a few restrictions on the establishment of charter schools:

- An existing private school may not be converted to a charter school.
- A charter school must be nonsectarian.
- A charter school may not discriminate, nor can it charge tuition.
- No pupil can be required to attend a charter school, nor can teachers be required to work in a charter school.

California is only the second state in the nation to adopt charter school legislation, and its charter schools are rapidly growing in popularity. Currently, 406 charter schools and seven all-charter districts have been authorized in California. Approximately 30 percent of these are conversions of existing schools, and the other 70 percent are new startup schools. Charter schools are found throughout the state, in 43 of California's 58 counties and in rural, suburban, and urban areas. Student populations are very diverse and tend to reflect the student populations of the districts in which the charter schools are located. The numbers of students enrolled in charter schools is still relatively low—only 120,000 in 2000-01, compared to approximately six million K–12 students in non-charter public schools.

Innovative charter schools are providing programs that offer everything from an emphasis on foreign languages to performing and fine arts, and many develop partnerships with entities such as the California Conservation Corps, county government agencies, and local community colleges. Some schools offer a component placing middle school students in work experience settings, or they offer comprehensive family services. While most charter school students attend site-based programs with the look and feel of a traditional classroom, other students participate in programs with research-based alternative learning modalities, such as the Montessori or Waldorf methods, or programs that are tailored to the needs of the individual student, such as in an independent study program. Charter schools successfully operate dropout recovery programs and can provide a second chance to expelled students. Although a variety of methodologies exist,

the most common threads are the tremendous energy of those involved in the schools and the very high levels of parental participation.

For more information, contact the Charter Schools Unit at (916) 322-6029; the Web site is [<http://www.cde.ca.gov/fiscal>](http://www.cde.ca.gov/fiscal). Other charter school Web sites include:

- California Network of Educational Charters [<http://www.canec.org>](http://www.canec.org)
- Charter Schools Development Center [<http://www.cacharterschools.org>](http://www.cacharterschools.org)
- U.S. Charter Schools [<http://www.uscharterschools.org>](http://www.uscharterschools.org)

# School Facilities

During the past ten years, California's school-age population grew by more than one million students, an increase of 21 percent. To provide schools for this increased number of students and modernize older schools, districts have funded school facilities through a combination of several sources, including state bonds, local bonds, special taxes (Mello-Roos and parcel taxes), developer fees, and the new federal Qualified Zone Academy Bond Program (QZAB). Districts have also used multitrack, year-round education as a way to avoid or defer the cost of over \$3.3 billion in new school construction.

## Public School Data 2000-01

Number of public schools	8,761
Number of classrooms	275,000
Number of classrooms over 25 years old	201,000 (73%)

## Public K-12 Enrollment Growth 2001-06 (5 years)

(Based on Department of Finance 10/01 estimates of graded enrollment)

Estimated Public School Enrollment				
	2000-01	2005-06	Five-Year Change	Per Year
K-6	3,383,761	3,252,333	-131,428	-26,286
7-8	933,078	1,011,856	78,778	15,756
9-12	1,737,338	1,995,930	258,592	51,718
<b>Total</b>	<b>6,054,177</b>	<b>6,260,119</b>	<b>205,942</b>	<b>41,188</b>

## New Construction Needs 2001-06

(Total need for both state and local funds)	<b>Total</b> \$7.27 billion	<b>Per Year</b> \$1.45 billion
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## Modernization and Deferred Maintenance Needs 2001-06

A. <i>Modernization</i>	\$12.53 billion	\$2.51 billion
B. <i>Deferred maintenance</i>	\$2.19 billion	\$0.44 billion

<b>Total</b> (New construction needs + modernization and deferred maintenance needs—total need for both state and local funds)	<b>\$21.99 billion</b>	<b>\$4.4 billion</b>
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## New Classrooms Needed 2001-06

(Total of new classroom construction needs per county; 25 pupils per K-6 class and 27 per 7-12 class)	<b>13,430</b> (7 per day)	<b>2,686</b>
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## New Schools Needed 2001-06

(Total of new school construction needs per county; 20 classrooms per K-8 school and 65 classrooms per 9-12 school)	185 (K-8) 146 (9-12) <b>331 Total</b>	37 (K-8) 29 (9-12) <b>66 Total</b>
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## Basic Construction Data

These are average costs based on the allowances provided in the State's School Facility Program. Costs will vary by location, the local building economy, and the type of facilities needed to support a district's educational program.

	Cost per student*	Students per school	Construction cost per school	Square feet per student	School site size (acres)**	Cost per square foot	Land cost at 25% of construction cost	Total cost (millions)
Elementary	\$13,020	600	\$7,812,000	71	9.6	\$183	\$1,953,000	\$9.8
Middle	\$13,111	1,000	\$13,111,000	85	21.9	\$154	\$3,277,750	\$16.4
High	\$17,223	1,800	\$31,001,400	92	44.5	\$187	\$7,750,350	\$38.75

\* Costs based on historical funding provided in the School Facility Program and the required local match. Includes design fees, furniture and equipment, and construction.

\*\* Based on the number of students per school and the guidelines in *School Site Analysis and Development, 2000 Edition*.

## State General Obligation Bond History

<b>1982</b>	\$500 million	<b>1988</b> (Nov)	\$800 million	<b>1992</b> (Nov)	\$900 million
<b>1984</b>	\$450 million	<b>1990</b> (June)	\$800 million	<b>1994</b> (June)	\$1 billion (failed by .4%)
<b>1985</b>	\$800 million	<b>1990</b> (Nov)	\$800 million	<b>1996</b> (Mar)	\$2.25 billion
<b>1988</b> (June)	\$800 million	<b>1992</b> (June)	\$1.9 billion	<b>1998</b> (Nov)	\$6.7 billion (for 4 years)

For more information, contact the School Facilities Planning Division at (916) 322-2470. See also <<http://www.cde.ca.gov/facilities>>.

# Year-Round Education

As of July 2000, 22 percent of K–12 public school students were attending 1,492 schools operating year-round education schedules in 200 school districts.

The effect, in terms of new school construction dollars saved as a result of multitrack, year-round education operation, is impressive. If 20 percent of the more than one million multitrack, year-round education students are housed in excess of capacity at their school sites, then more than \$2 billion in construction costs is avoided by the state and local school districts.

In 1991 Assembly Bill 87 became law. Assembly Bill 87 established two kinds of grants: (1) implementation grants, one-time-only grants for schools planning to implement multitrack, year-round programs; and (2) operation grants, ongoing grants to assist school districts operating multitrack, year-round schools. If districts elect to participate in the operational grant program, their state school-building eligibility will be reduced proportionately.

Year-round education is an alternative way in which to construct the school calendar. Both traditional and year-round school calendars have approximately 180 days of instruction, or the same number of instructional minutes, but year-round calendars spread instructional and vacation periods throughout the year. For example, the most typical instructional/vacation year-round pattern is called the “60/20 calendar,” 60 days of instruction followed by 20 days of vacation, repeated three times during the school year.

Year-round education can be single-track or multitrack. A single-track, year-round calendar simply changes the instructional/vacation sequence of the school year. All the students and staff are in school or on vacation at the same time. But a multitrack, year-round calendar does something quite different. It divides the entire student body and staff into different tracks, ranging in number from three to five. A school using a four-track system has, at any one time, three of the four tracks attending school while the fourth track is on vacation. When the fourth track of students returns from vacation, another track leaves. Thus, the student population rotates in and out of school, one track replacing another on vacation and allows the enrollment of the school to exceed its capacity.

Other possible advantages associated with multitrack, year-round education include its potential to make more efficient use of the facilities; improve, some say, academic achievement by eliminating summer regression; relieve teacher and student burnout; provide new opportunities for teacher training; and offer frequent remedial and enrichment programs during intersessions. However, as administrators try to achieve these potential benefits, they are faced with a number of challenges. For example, coordinating family vacations, diversifying track options to avoid segregation and preserve elective programs, maintaining full extracurricular and athletic programs, and lengthening the instructional year require sophisticated and sensitive planning.

For more information, contact Thomas Payne, School Facilities Planning Division, at (916) 322-6249.



## **Summary of Year-Round Education (YRE) Programs for 2000**

Number of school districts in California	1,048
Number of schools districts utilizing YRE programs	200
Number of public schools utilizing YRE programs	1,492

### **Statistical Information on Kinds of Year-Round Programs**

Number of single-track schools	477
Enrollment in single-track schools (5% of state enrollment)	315,292
Number of multitrack schools	1,015
Enrollment in multitrack schools (17% of state enrollment)	1,016,567
Total enrollment (22% of state enrollment)	1,331,859
Number of districts with single-track programs	121*
Number of districts with multitrack programs	122*

*\*Note:* Districts may use both plans.

### **Number of Public Schools Utilizing YRE Programs, by Grade Level**

Elementary	1241
Middle/junior high	135
High	40
Other	76

### **Percentage of Public School Students Enrolled in YRE Programs**

1989 – 8%
1990 – 13%
1991 – 23%
1992 – 25%
1993 – 18%*
1994 – 20%
1995 – 21%
1996 – 21%
1997 – 22%
1998 – 23%
1999 – 23%
2000 – 22%

*\*Reflects conversion of Los Angeles Unified School District's single-track schools to traditional calendars.*

# Class Size

A major reform implemented in California public schools in 1996 was class size reduction (CSR) for grades kindergarten through three. In addition, the Morgan-Hart CSR program for high schools, which began in 1989 to serve a limited number of high schools (grades nine through twelve), was amended in 1998 to fund all ninth graders in two core subject areas. These programs continue to be voluntary. Penalties exist for schools that exceed maximum class size limits.

## **K–3 Class Size Reduction (State Program)**

The kindergarten through grade three CSR program was implemented to increase student achievement, particularly in reading and math, in kindergarten through grade three by decreasing class size. It is an incentive program in which districts decide whether and how much to participate.

The 2001-02 school year had \$1.6 billion available for the state CSR program. There are two CSR implementation options:

### ***Option 1: Full day***

- One certificated teacher for each class of 20 or fewer pupils
- \$888 per pupil

### ***Option 2: Half-day***

- One certificated teacher for every 20 pupils for at least one-half of the instructional minutes offered per day, with the primary focus on instruction in reading and mathematics
- \$444 per pupil

The state CSR program also has the following key elements:

- Each class must average 20.44 (using daily enrollment) or fewer pupils from the first day of school through April 15.
- Classes must have certificated teachers only—no aides.
- Four grades may participate at each school (K–3).
- Priority order must be followed: first priority is grade one; second priority is grade two; third priority is kindergarten and/or grade three.
- Individual student achievement data must be maintained.
- Staff development must be provided for newly participating teachers.
- Districts are subject to an annual independent audit process.
- Districts with only one school serving K–3 pupils and no more than two classes per grade level may have up to 22 pupils per K–3 class, as long as the average for all participating

classes at that school is 20 pupils and the district's governing board has certified that the school has no other option.

For more information, contact Lynn Piccoli, K–3 Class Size Reduction Program, at (916) 323-3926, or visit the class size reduction Web site at <<http://www.cde.ca.gov/classsize>>.

### **Morgan-Hart Class Size Reduction Program**

This program provides incentive funding for school districts to reduce ninth grade class size to an average of 20 students to one teacher in English classes and one additional subject (mathematics, science, or social studies). Individual schools within the district may select the second core subject area.

The Morgan-Hart program was established in 1989 and was amended by Senate Bill 12 (Chapter 334) of 1998 to focus CSR on ninth grade. Funding is determined annually in the state Budget Act, which provided \$170 per student for 2000-01. Districts must reapply each year. In 2000-01, 299 districts participated in the program.

Participating courses must count toward completion of graduation requirements. Each participating school must certify that CSR classes have an average ratio of 20 students (or fewer) to one teacher, and no CSR class may exceed a ratio of 22 students to one teacher. Special education pupils enrolled in special day classes on a full-time basis are excluded.

Additional information may be obtained from the California Department of Education Morgan-Hart Web site at <<http://www.cde.ca.gov/hart>> or by contacting Mary Ann Goodwin, High School Initiatives Unit, at (916) 657-3441.

### **Title VI Class Size Reduction (Federal Program)**

For 2001-02, \$178 million is available through the federal class size reduction program. Every district and every traditional, site-based, direct-funded charter school is eligible to apply. In the program's second year, 2000-01, 963 local educational agencies (LEAs) participated.

The first goal for all LEAs is to fully reduce grades K–3 classes to 20 students; then LEAs may further reduce class size in these grades or at other grades. The money may be used to fund professional development to improve the quality of both new and experienced teachers.

With these funds, only fully credentialed teacher salaries—not teacher interns or teachers on emergency permits—may be paid; no aides may be funded, and no equipment may be purchased. These funds must supplement and not supplant the state K–3 CSR program. With the exception of grades K–3, funded classes are not required to have 20 students to one teacher in the first year of operation; however, the 20 students to one teacher ratio should be the ultimate goal for the class being funded with this money.

For more information, contact Christine Rodrigues, Title VI Federal Class Size Reduction Program, at (916) 445-5663.

## Class Size Penalties

*Education Code* sections 41376 and 41378 prescribe the maximum class sizes and penalties for districts with any classes that exceed the following limits:

- Kindergarten—average class size not to exceed 31 students; no class larger than 33 students
- Grades one through three—average class size not to exceed 30 students; no class larger than 32 students
- Grades four through eight—current fiscal year average number of pupils per teacher not to exceed the greater of the statewide average number of pupils per teacher in 1964 (29.9) or the district's average number of pupils per teacher in 1964

The intent of these laws is to encourage the reduction of class size and the ratio of pupils to teachers. In the past, school districts that incurred a class size penalty were able to submit waiver requests to the State Board of Education and, if the State Board approved the waiver, the penalty was adjusted. *Education Code* Section 41344 (Chapter 78, Statutes of 1999) established an audit review panel that makes the waiver review process far more stringent.

Class size penalties are determined from information reported in CDE's "Report of Regular Day Classes and Enrollment for Kindergarten and Elementary Grades" (form J-7). The form includes enrollment information through the last full school month ending on or before April 15 and is due to CDE by early May.

Class size penalties will be applied at the Second Principal Apportionment in June. Penalty computations result in the amount of average daily attendance multiplied by the district's base revenue limit. The resulting dollar amount is reduced from the Second Principal Apportionment.

For further information on class size penalties or the J-7 form, contact Halena Le, Principal Apportionment Unit, at (916) 324-4535 or email at <hle@cde.ca.gov>.

### Number of Teachers (FTE) and Average Class Size in California Public Schools, K–3, 1999-00 and 2000-01

#### 1999-00

	Kindergarten	Grade 1	Grade 2	Grade 3
Average class size*	19.3	19.1	19.1	19.5
Number of FTE of teachers **	22,894.3	22,830.1	22,513.5	22,513.5

#### 2000-01

	Kindergarten	Grade 1	Grade 2	Grade 3
Average class size*	19.0	19.2	18.8	19.3
Number of FTE of teachers **	23,399.3	22,877.4	23,108.8	22,545.3

\* Self-contained classrooms only

\*\* Full-time equivalent

# Administrator–Teacher Ratio

*Education Code* sections 41401-41407 limit the ratio of administrators to teachers in public school districts and require the State Superintendent of Public Instruction to monitor the ratio. Furthermore, the Superintendent is required to impose a financial penalty on those districts that employ more administrators than allowed, unless the penalty is waived by action of the State Board of Education. The number of administrators allowed in any school district varies by type of district. The statutory maximum ratios are as follows:

<b>Type of School District</b>	<b>Administrators Allowed per 100 Teachers</b>
Unified	8 administrators
Elementary	9 administrators
High	7 administrators

The financial penalty for exceeding the allowed ratio is calculated by multiplying the average district administrative salary by the number of administrators in excess of the statutory limit, then multiplying this product by the percentage of district income provided by state aid.

For more information, contact Richard Zeiszler, School Fiscal Services Division, at (916) 324-4533.

# 2001-02 Education Budget

On July 26, 2001, Governor Gray Davis signed the 2001 Budget Act, Senate Bill (SB) 739 (Chapter 106, Statutes of 2001). This measure, along with SB 735 (Chapter 891, Statutes of 2001) and a number of other bills related to the budget, sets the conditions to allocate state funds for California public schools through June 30, 2002.\*

Unlike the past three years, the 2001 Budget Act reflects a reduction in projected state tax revenues relative to the Governor's original January budget proposal. This reduction is due to forecasts of an economic slowdown and a significant decline in the stock market. The net effect of the May changes in projected revenue was to reduce by \$3.4 billion the funding available for the state budget over the two-year period. The budget as enacted decreases year-to-year spending by 1.7 percent and contains a reserve of \$2.6 billion, or 3.5 percent of revenues.

## **K-12 Education Overview**

Proposition 98 amended provisions of the state constitution to provide that a minimum amount be guaranteed for kindergarten through grade fourteen (K-14) funding. This measure, adopted by the voters in November 1988, set a guaranteed minimum funding level for K-12 education and the California community colleges equal to the greater of (1) a specified percent of the state's General Fund revenues (Test 1); or (2) the amount provided in the prior year, adjusted for growth in students and inflation (Tests 2 and 3).

The budget provides \$40.5 billion in state and local funding in 2001-02 for K-12 education under Proposition 98, an increase of \$2.4 billion over the 2000 Budget Act. On a per-ADA (average daily attendance) basis, K-12 Proposition 98 funding increases to \$7,002 in 2001-02 (4.5 percent above the 2000 Budget Act level of \$6,701).

The budget also provides \$1.1 billion in one-time funds that are available for Proposition 98 purposes but are not counted in the Proposition 98 totals for 2001-02. The largest allocations of these funds are \$270 million for the special education mandate settlement and \$250 million for energy conservation programs.

In addition to Proposition 98 funds, K-12 education receives funding from other General Fund appropriations, the State Lottery, other state funds, federal funds, and other local revenue sources. The Department of Finance projects that K-12 education will receive \$53.7 billion in 2001-02.

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\*Subsequent to the passage of the 2001-02 Budget Act, a significant slowdown in the economy and the effects of the September 11 tragedy combined to result in a dramatic decline in State General Fund revenues. This decline prompted the Governor to impose strict curbs on state operating expenses and to propose cuts in current year State General Fund spending of \$2.2 billion, including \$843.5 million from K-12 education. These proposed cuts are contingent upon approval by the Legislature. This document does not reflect any of these proposed changes.

**Funding for K–12 Education, All Sources and Proposition 98**  
**2001-02**  
(Dollars in Millions)

Sources of Funding	Funding from All Sources*	Funding Guaranteed by Proposition 98
State General Fund	\$32,087	\$28,808
State Lottery	827	—
Other State Funds	140	—
Federal Funds	5,388	—
Local Property Tax	11,824	11,667
Local Debt Service Tax	612	—
Other Local Funds	2,843	—
<b>Total</b>	<b>\$53,721</b>	<b>\$40,475</b>

\* Includes California Department of Education state operations, state special schools, state school facilities bond repayments, state contributions to State Teachers' Retirement System, State Library, and Commission on Teacher Credentialing.

### School Apportionments

The budget provides full funding for enrollment growth and a 3.87 percent cost-of-living adjustment (COLA) for district and county office revenue limits. The budget also provides \$40 million (one-time funds) for revenue limit equalization and \$35 million (one-time funds) to “buy out” a portion of the reduction in revenue limits related to Public Employees Retirement System funding.

### Special Education

The budget fully funds enrollment growth and a 3.87 percent COLA. In addition, the budget includes a base funding adjustment of \$97.9 million. Consistent with AB 602 (Chapter 854, Statutes of 1997), the budget includes \$6.9 million for equalization of funding rates and \$5.8 million for districts with higher-than-average proportions of students with high-cost, low-incidence disabilities. The budget also contains \$12 million for both 2000-01 and 2001-02 to cover deficiencies in growth funding for 2000-01. In addition, the budget package includes \$395 million to settle the lawsuit related to special education mandates—\$100 million (ongoing) added to special education entitlements, \$25 million a year for ten years for general purposes, and \$270 million (one-time funds) available for any purpose.

### Preschool and Child Care

The budget provides \$66.8 million for the full-year cost to expand several programs begun in the current year. These programs include State Preschool (\$23.8 million), General Child Care targeted to zero to five-year-olds (\$40 million), and Migrant Child Care (\$3 million). The budget provides \$45 million for a statutory COLA of 3.87 percent. The budget also includes \$5.4 million to help compensate child care and development contractors for increased costs associated with state minimum wage increases. The minimum wage funds will be distributed as an addition to the COLA.

For CalWORKs child care:

- The budget provides \$622 million for alternative payment program services in CalWORKs Stage 2 child care.
- CalWORKs Stage 3 child care was increased by \$63.7 million to \$236.3 million. The Governor vetoed \$44 million from proposed funding in the budget for Stage 3, funding families exhausting their eligibility for Stage 1 or Stage 2 only through January 31, 2002. The Governor set aside \$24 million in reappropriated funds contingent upon enactment of legislation to modify child care policies and eligibility criteria.

Finally, the budget allocates one-time savings of up to \$15 million to the Child Care Facilities Revolving Fund to meet the demand for new child care facilities to purchase and install portable facilities and to renovate and improve existing facilities to meet licensing requirements.

### **Other Categorical Programs**

The budget provides increases for growth and a 3.87 percent COLA. The budget also continues to allow funding shifts between programs formerly budgeted in the mega-item.

### **Other Major Budget Actions**

The budget also includes the following increases and other actions:

#### **Accountability and Testing**

- \$135.4 million for the third year of the Immediate Intervention/Underperforming Schools program
- \$3 million (one-time funds) for student workbooks for the *High School Exit Examination*

#### **Education Technology and Career Technical Education**

- \$10 million (one-time funds) for startup grants for high-tech high schools
- \$10 million (one-time funds) for equipment for Regional Occupational Centers and Programs
- \$5.4 million (one-time funds) for career technical education
- \$5 million (one-time funds) for an information technology career academy

#### **Energy**

- \$250 million (one-time funds) for energy assistance grants

#### **Low-Performing Schools**

- \$713.4 million for a new targeted instructional improvement program, funded by the elimination of the court-ordered desegregation and voluntary integration programs
- \$200 million to improve low-performing schools



## Professional Development

- \$80 million for mathematics and reading professional development
- \$15 million for principal training programs

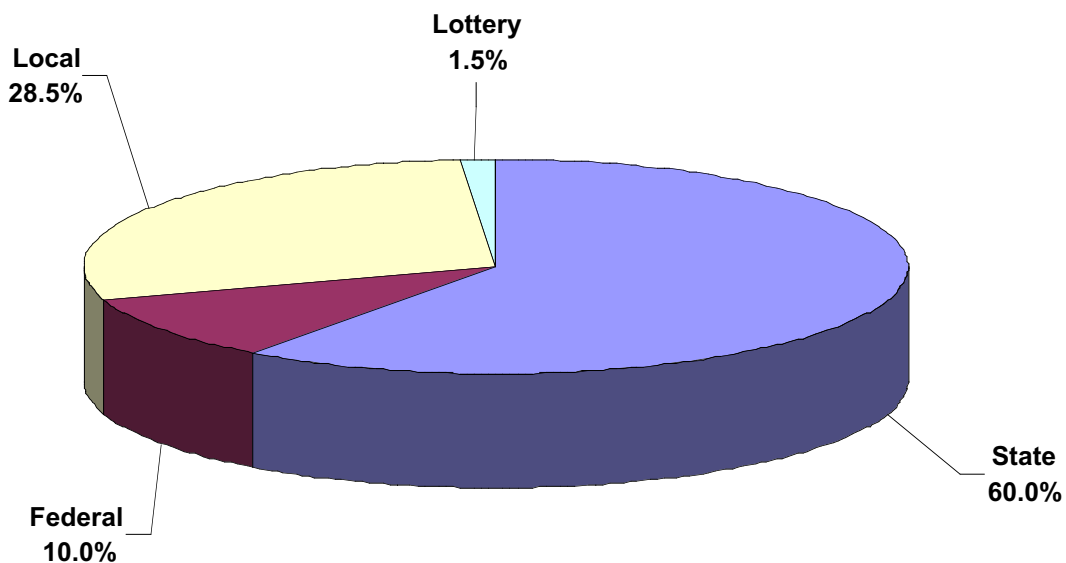
## Other Actions

- \$90.6 million (one-time funds) for prior-year mandate costs
- \$75.3 million (one-time funds) for ongoing costs of newly approved mandates
- \$29.7 million for before- and after-school programs
- \$15 million (one-time funds) to continue the Nell Soto parent-teacher involvement program
- \$10 million to assist charter schools with facilities leasing costs
- \$10 million (one-time funds) for the existing school safety program
- \$4.5 million (one-time funds) for county office of education oversight activities under AB 1200, to be allocated by the Fiscal Crisis and Management Assistance Team
- \$3.5 million (one-time funds) to continue the teen pregnancy prevention program
- \$3 million in the Department of Finance budget to continue ADA audits by the State Controller's Office

Detailed information on the impact of the 2001 Budget Act on funding for K–12 education can be found on the Internet at <http://www.cde.ca.gov/fiscal/budgetact/>.

## Sources of Funding for California Schools

State provides more than half of education funds.  
Lottery provides only 1.5% of funding



# State Lottery

Since the California State Lottery began in 1985, 50 percent of the sales revenue from the lottery has been distributed as prizes. Less than the legal maximum of 16 percent has been used to administer the games. Public education from kindergarten through graduate school has received more than the required minimum 34 percent. The law authorizing the lottery requires school districts to use lottery funds “exclusively for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other non-instructional purpose.”

Although the public still perceives the lottery as making a significant difference in the funds available for education, the lottery actually provides 1.5 percent of the total K–12 funding. While the lottery revenue is appreciated, it is a minor source that cannot be expected to provide major improvements in K–12 education.

In March 2000 voters passed Proposition 20, known as the “Cardenas Textbook Act of 2000.” Proposition 20 provides that, beginning in fiscal year 1998-99, one-half of statewide growth in lottery funds for education over the level set in the 1997-98 fiscal year must be allocated to school districts and community colleges for the purchase of instructional materials.

In the 2000-01 fiscal year, the amount apportioned to schools was \$126.10 per pupil in average daily attendance (ADA) for unrestricted lottery revenues and \$18.22 per ADA for Proposition 20 revenues. It is estimated that a total of \$128 per ADA will be provided to schools for 2001-02, of which \$117 per ADA will be unrestricted and \$11 per ADA will be restricted for Proposition 20.

For further information on the lottery, contact Janet Finley, School Fiscal Services Division, at (916) 323-5091.

## K-12 Lottery Revenue Allocations Prior-Year Apportionments

Fiscal Year		Total K-12 amounts apportioned	Amount per ADA
1985-86 (adjusted)		\$557,864,294	\$125.67
1986-87 (adjusted)		\$410,929,501	\$89.68
1987-88 (adjusted)		\$650,632,958	\$138.78
1988-89 (adjusted)		\$850,350,052	\$176.08
1989-90 (adjusted)		\$772,667,944	\$154.47
1990-91		\$645,693,335	\$128.64
1991-92		\$400,916,184	\$76.55
1992-93		\$495,657,472	\$92.51
1993-94		\$550,773,441	\$101.70
1994-95		\$634,610,267	\$116.38
1995-96		\$684,408,770	\$123.64
1996-97		\$612,215,882	\$107.82
1997-98		\$674,026,057	\$115.52
1998-99	Unrestricted	\$701,760,704	\$114.69*
	Proposition 20	\$ 27,529,090	\$ 4.50*
	Total	\$729,289,794	\$119.19
1999-00	Unrestricted	\$721,319,350	\$117.88
	Proposition 20	\$ 45,846,953	\$ 7.49
	Total	\$767,166,303	\$125.37
2000-01	Unrestricted	\$786,135,957	\$126.10
	Proposition 20	\$113,586,258	\$ 18.22
	Total	\$899,722,215	\$144.32

Prepared by the California Department of Education, School Fiscal Services Division, July 2001.

*Note:* Adjusted amounts include adjustments for prior year revenues and actual ADA.  
Unadjusted amounts are the amounts apportioned for that year based on prior year ADA.

\*Adjusted for the retroactive re-designation of amounts restricted for Proposition 20.

# Statewide 1999-2000 Average Salaries and Expenditure Percentages

The State Superintendent of Public Instruction (SSPI) is required (*Education Code* Section 41409) to annually provide school districts with statewide salary averages and statewide percentages spent on teachers and administrative personnel as follows:

- Beginning, mid-range, and highest salaries paid to teachers
- Salary of school-site principals
- Salary of district superintendents
- Percentage of expenditures allocated to salaries of teachers, as defined in object of expenditure classification 1100 of the *California School Accounting Manual*
- Percentage of expenditures allocated to salaries of administrative personnel, as defined in object of expenditure classifications 1200, 1300, 1700, 1800, and 2200 of the *California School Accounting Manual*.

Each school district, except for school districts maintaining a single school serving K–12 students, is required (*Education Code* Section 41409.3) to include the statewide averages and percentages provided by the SPI and the district's corresponding salaries and percentages in their annual school accountability report card. School districts should use the 1999-2000 statewide salary averages and percentage of expenditures with their corresponding 1999-2000 salaries and percentage of expenditures until the 2000-01 information becomes available (by early April 2002).

Statewide salary averages and percentage of expenditures are presented in three tables (by elementary, high, and unified school districts). In each table the statewide salary averages and percentage of expenditures are grouped by small, medium, and large districts. The annual revenue limit average daily attendance (ADA) for 1999-2000 was used to determine district size and did not include ADA from the regional occupational and adult education programs.

Additional information and optional comparison data are provided in California Department of Education Management Bulletin, 01-02, issued on April 6, 2001, which is also available on the CDE Web site <[www.cde.ca.gov/fiscal/financial/corresp.htm](http://www.cde.ca.gov/fiscal/financial/corresp.htm)>.

For more information relating to the data, contact the Office of Financial Accountability and Information Services at (916) 322-1770. Questions about the school accountability report cards may be directed to Chris Hartnett in the Office of Policy and Evaluation, at (916) 657-3702.

## Elementary School Districts' Required Statewide Average Salaries and Expenditure Percentages

Required 1999-2000 Elementary School Districts' Statewide Average Salaries and Expenditure Percentages for the School Accountability Report Card

Data Category	Elementary School Districts		
	Small ADA <1,000	Medium ADA 1,000 to 4,999	Large ADA ≥5,000
Beginning teacher's salary	\$29,679	\$31,647	\$32,635
Mid-range teacher's salary	\$44,849	\$48,813	\$53,112
Highest teacher's salary	\$51,416	\$59,082	\$63,875
School site principal's salary	\$66,943	\$74,659	\$81,487
District superintendent's salary	\$84,869	\$100,031	\$117,503
Percentage of expenditures spent on administrative salaries	5.86%	5.91%	5.52%
Percentage of expenditures spent on teacher salaries	41.51%	44.81%	45.80%

## High School Districts' Required Statewide Average Salaries and Expenditure Percentages

Required 1999-2000 High School Districts' Statewide Average Salaries and Expenditure Percentages for the School Accountability Report Card

Data Category	High School Districts		
	Small ADA <1,000	Medium ADA 1,000 to 3,999	Large ADA ≥4,000
Beginning teacher's salary	\$29,304	\$31,021	\$32,642
Mid-range teacher's salary	\$43,957	\$48,470	\$52,535
Highest teacher's salary	\$54,621	\$61,687	\$63,470
School site principal's salary	\$72,491	\$80,949	\$91,297
District superintendent's salary	\$90,605	\$99,450	\$125,774
Percentage of expenditures spent on administrative salaries	5.31%	5.61%	5.00%
Percentage of expenditures spent on teacher salaries	35.89%	38.96%	39.07%

## Unified School Districts' Required Statewide Average Salaries and Expenditure Percentages

Required 1999-2000 Unified School Districts' Statewide Average Salaries and Expenditure Percentages for the School Accountability Report Card

Data Category	Unified School Districts				
	ADA <1,500	ADA 1,500 to 4,999	ADA 5,000 to 9,999	ADA 10,000 to 19,999	ADA ≥20,000
Beginning teacher's salary	\$29,010	\$31,014	\$31,548	\$31,574	\$32,678
Mid-range teacher's salary	\$45,134	\$45,570	\$49,405	\$49,697	\$50,891
Highest teacher's salary	\$52,397	\$57,704	\$60,360	\$62,217	\$62,446
School site principal's salary	\$64,845	\$72,652	\$76,993	\$81,575	\$82,126
District superintendent's salary	\$82,516	\$96,296	\$111,506	\$122,833	\$144,995
Percentage of expenditures spent on administrative salaries	6.36%	5.75%	5.47%	5.24%	4.95%
Percentage of expenditures spent on teacher salaries	38.19%	41.97%	43.07%	44.07%	42.93%

## Average Salaries of Public School Teachers, 1999-2000

1998-1999 Rank	1999-2000 Rank	State	Average Annual Salary	1998-1999 Rank	1999-2000 Rank	State	Average Annual Salary
2	1	New Jersey	\$52,174*	24	26	Virginia	\$38,123*
1	2	Connecticut	\$51,780	26	27	New Hampshire	\$37,734
3	3	New York	\$50,173*	27	28	Vermont	\$37,714
5	4	Michigan	\$48,695*	33	29	Texas	\$37,567
4	5	Pennsylvania	\$48,321	30	30	Florida	\$36,722
10	6	<b>California</b>	<b>\$47,680</b>	31	31	Alabama	\$36,689
7	7	Alaska	\$47,262*	32	32	Kentucky	\$36,380
6	8	District of Columbia	\$47,076	28	33	Tennessee	\$36,328
8	9	Rhode Island	\$47,041	38	34	South Carolina	\$36,081
9	10	Illinois	\$46,486	35	35	Iowa	\$35,678
11	11	Massachusetts	\$46,250	37	36	Missouri	\$35,656
12	12	Delaware	\$44,435	34	37	Arizona	\$35,650*
14	13	Maryland	\$44,048	36	38	Maine	\$35,561
15	14	Indiana	\$41,850	40	39	Idaho	\$35,162
		<b>United States</b>	<b>\$41,724*</b>	39	40	West Virginia	\$35,008
17	15	Ohio	\$41,436	42	41	Utah	\$34,946
16	16	Wisconsin	\$41,153	43	42	Wyoming	\$34,140
19	17	Georgia	\$41,023	46	43	Arkansas	\$33,386
22	18	Washington	\$41,013	43	44	Nebraska	\$33,284
23	19	Oregon	\$40,919	44	45	Louisiana	\$33,109
24	20	Hawaii	\$40,578	45	46	New Mexico	\$32,554
25	21	Minnesota	\$39,802	47	47	Montana	\$32,121
29	22	North Carolina	\$39,419	49	48	Mississippi	\$31,857
30	23	Nevada	\$39,390	48	49	Oklahoma	\$31,298
25	24	Kansas	\$38,453	50	50	North Dakota	\$29,863
23	25	Colorado	\$38,163	51	51	South Dakota	\$29,072

Source: NEA Research, Estimates Data Base 2001€

\*NEA Estimate

# Average Costs of a California School, 1999-2000

California's K–12 education system is large and complex. In 1999-2000, schools employed almost 529,000 professional and support personnel and spent \$38 billion from federal, state, and local revenue sources. This includes all expenditures for the day-to-day operation of the instructional program for five- to eighteen-year-old students and excludes costs such as child care, adult education, and capital outlay. Although these expenditures are reported, audited, and reviewed by a wide variety of state and federal oversight agencies and independent auditors, they are rarely displayed in a way that allows the public to see how schools actually spend the funds.

To help show how this money is spent, the following charts display on a per-school basis the 1999-2000 public school expenditures and employees allocated among four major categories: Classroom Costs, School Site Costs, District/County Costs, and California Department of Education (CDE) Costs.\* Within each of these broad categories, costs and people are further identified by types of expenditures, such as classroom teachers, instructional aides, and books and supplies.

The analysis shows these costs and staff in terms of a hypothetical school. In 1999-2000, there were 8,549\*\* schools in the K–12 school system. Obviously, estimating the average costs of a school masks the wide variation in size and services required of the public school system. Most likely, no single school mirrors the hypothetical one derived in this analysis. However, it is useful to talk about this school because it presents a composite view of the people and costs for the whole school system in terms that can be easily understood.

California's hypothetical school had 696 students in 32 classrooms. The 1999-2000 costs of K–12 education, expressed on a per-school basis, were \$4.5 million. Of this amount, 80 percent paid for the salaries and benefits of 62 people—36.3 teachers and other professionals, 23.3 support personnel, and 2.4 administrators. The remaining 20 percent of the school's expenses were for students' books, instructional and office supplies, utilities, insurance, food, and transportation.

These people and costs were divided among four major categories:

- **Classroom Costs** totaled \$2,959,000 (65.9 percent). Almost all of these expenditures were used to pay salaries of the 42.7 people who worked directly with students on a daily basis.

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\* This analysis is based on 1999-2000 enrollment, class, and teacher data from the California Basic Educational Data System (CBEDS) and the 1999-2000 unaudited financial reports from school districts.

\*\* California Youth Authority schools are not included in this total.

- **School Site Costs** totaled \$1,255,000 (27.9 percent) and reflect many other costs that were essential to the daily operations of schools, including building operations and maintenance, food services, transportation, and school site leadership. In addition to these costs, the costs of instructional support staff assigned to a school district or school site are shown at the school site level. Examples include non-administrative staff, such as curriculum specialists and curriculum supervisors who directly affect the classroom by helping teachers improve instruction and curriculum. Taken together, Classroom Costs and School Site Costs accounted for \$4,214,000 (93.8 percent) of the total costs of the hypothetical school.
- **District/County Costs** totaled \$261,000 (5.8 percent) per school and reflect the administrative services provided to schools by district and county offices. Each school district operated an average of nine schools.
- **California Department of Education Costs** totaled \$16,000 (0.4 percent) per school. Services provided by CDE included providing leadership in areas such as curriculum standards, student assessment, and serving students with special needs and promoting effective management and administration of district and county offices.

In addition to the \$38 billion that is represented in the preceding analysis, almost \$4.6 billion was spent for reconstruction, modernization, and new construction of school buildings (60 percent of California's school buildings are more than 25 years old). These costs were not part of the daily operating expenses of schools and were not included for purposes of this analysis.

The charts that follow display the details behind each of the four cost categories. The value of this information is twofold. First, it is useful in explaining how K–12 education funds are spent. Second, it offers a starting point to discuss how resources should be allocated to best provide school services. Of course, this statewide analysis is not sufficiently detailed to use as the sole basis for making any decisions regarding the allocation of resources within individual schools. However, it does serve as a useful guide for school districts in analyzing resource allocation.



## Average Costs of a California School, 1999-2000

### Summary Chart

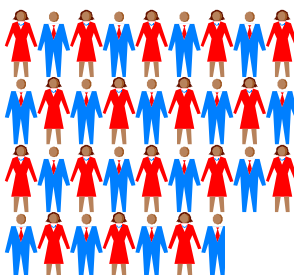


The hypothetical California school had 696 students in 32 classrooms. The total operating budget was almost \$4.5 million.

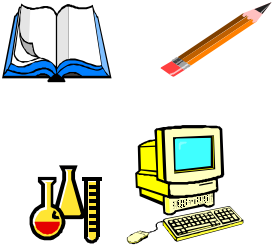
Cost Category	Costs	% of Total	Description
<b>Classroom*</b>	<b>\$2,959,000</b>	<b>65.9</b>	42.7 people—33.8 teachers, 7.3 instructional aides, and 1.6 pupil support professionals at a cost of \$2,598,000;
• Teachers	\$2,263,000	50.4	
• Instructional aides	\$210,000	4.7	
• Pupil support	\$125,000	2.8	
• Books, supplies, equipment, and other expenses	\$361,000	8.0	\$361,000 for books, supplies, equipment, and other instructional expenditures
<b>School Site*</b>	<b>\$1,255,000</b>	<b>27.9</b>	16.4 people—1.4 administrators, 0.9 instructional support professionals, 14.1 support personnel at a cost of \$834,000;
• Operations and maintenance:			
buildings	\$416,000	9.3	
food	\$172,000	3.8	
transportation	\$117,000	2.6	
• Instructional support	\$231,000	5.1	\$421,000 for utilities, food, building materials, office equipment, buses, fuel, and supplies
• School site leadership	\$319,000	7.1	
<b>District/County*</b>	<b>\$261,000</b>	<b>5.8</b>	2.7 people—0.9 administrator, 1.5 secretaries and clerks at the district; and 0.3 county personnel, at a combined cost of \$169,000;
• District administration	\$235,000	5.2	
• County oversight	\$26,000	0.6	\$92,000 for supplies, office expenses, and other costs
<b>California Department of Education*</b>	<b>\$16,000</b>	<b>0.4</b>	0.15 people—professional, administrative, and support personnel at a cost of \$10,000;
			\$6,000 for other expenses
<b>Total</b>	<b>\$4,491,000</b>	<b>100.0</b>	62 people—36.3 teachers and other professionals, 23.3 support personnel, 2.4 administrators at a cost of \$3,611,000;
			\$880,000 for books, supplies, utilities, equipment, and other costs.



\*For more information, see detailed chart beginning on the following page.




## Average Costs of a California School, 1999-2000



### Detail Chart

Classroom Costs		
Teachers	Costs	% of Total
<ul style="list-style-type: none"> <li>30.2 general education teachers</li> <li>3.6 special education teachers</li> </ul> 	\$2,263,000	50.4
<p>There were 289,000 TEACHERS (full-time equivalent) statewide. Of these, 258,000 taught in general education programs, and 31,000 in special education programs. The 289,000 teachers taught in an estimated 270,000 classrooms. The difference between the number of classrooms and the number of teachers is accounted for by teachers, such as resource specialists, speech therapists, and itinerant teachers, who often are not assigned to specific classrooms and by the use of multitrack calendars where four teachers share three classrooms. The majority of the teachers in the general education programs consisted of regular classroom teachers. Teachers in compensatory education programs and specialist teachers in other areas, such as art and music, were also part of the general education programs. Our hypothetical school had 33.8 teachers.</p> <p>The special education teacher category is composed of teachers in full-day classes for the severely handicapped; resource teachers providing special instructional services on a “pull-out” basis to individual students; and other specialists, such as speech therapists.</p> <p>Schools spent an average of \$61,160 per teacher. This amount consisted of \$47,680 for salary and \$13,480 for retirement and related health benefits. Also included as part of teacher costs were amounts paid for teaching responsibilities beyond the regular school day, such as coaching sports activities, supervising student clubs, and hiring substitutes when teachers were ill or in training.</p>		
Instructional Aides	Costs	% of Total
<ul style="list-style-type: none"> <li>3.3 regular aides</li> <li>4 special education aides</li> </ul> 	\$210,000	4.7
<p>Statewide almost 63,000 INSTRUCTIONAL AIDES provided supplemental assistance to children with additional needs. Almost 29,000 aides worked in the regular classroom and in compensatory education programs, and almost 34,000 aides helped special education students. Our hypothetical school had 7.3 instructional aides. However, in the actual school system as a whole, more aides work in elementary schools than in high schools because most compensatory education funding is for elementary schools.</p>		
Pupil Support	Costs	% of Total
<ul style="list-style-type: none"> <li>1.6 counselors, psychologists, nurses</li> </ul> 	\$125,000	2.8
<p>Statewide over 13,000 people (school guidance counselors, psychologists, and school nurses) provided PUPIL SUPPORT services. Our hypothetical school had 1.6 certificated pupil services personnel.</p>		


Classroom Costs (Continued)		
Books, Supplies, Equipment, and Other Expenses	Costs	% of Total
<ul style="list-style-type: none"> <li>\$4,491 per classroom for books and supplies</li> <li>\$1,831 per classroom for instructional equipment</li> <li>\$5,099 per classroom for other instructional expenditures</li> </ul> 	\$361,000	8.0
<p>Our hypothetical school spent \$361,000 on BOOKS, SUPPLIES, EQUIPMENT, AND OTHER INSTRUCTIONAL EXPENDITURES. Books, paper, pencils, and other instructional supplies cost \$142,000 or about \$204 per pupil. Buying, leasing, and repairing instructional equipment, such as projectors, laboratory equipment, and computers, cost \$58,000. In addition, \$161,000 was spent for other instructional expenses, such as instructional consultants, lecturers, contracted services, and nonpublic school special education tuition.</p>		
<b>Subtotal, Classroom Costs</b>	<b>\$2,959,000</b>	<b>65.9</b>

School Site Costs		
Operations and Maintenance: Buildings	Costs	% of Total
<ul style="list-style-type: none"> <li>6 custodians, painters, and gardeners</li> <li>utilities, maintenance, and supplies</li> </ul> 	\$416,000	9.3
<p>The statewide costs of maintaining school BUILDINGS were over \$3.5 billion. Almost \$838 million was spent for gas, electricity, and water, or about \$10,000 per month per school. Almost 52,000 maintenance and operations staff maintained school buildings and property valued at over \$50 billion. The average school spent \$228,000 for salaries and benefits for maintenance and operations workers; utilities cost \$98,000; building materials and other supplies were \$90,000.</p>		
Operations and Maintenance: Food	Costs	% of Total
<ul style="list-style-type: none"> <li>2 cafeteria workers</li> <li>food and supplies</li> </ul> 	\$172,000	3.8
<p>FOOD SERVICES in schools provided almost 3.5 million meals a day at an average cost of \$2.35 per meal. Our hypothetical school spent \$74,000 on salaries for cooks and cafeteria workers and another \$98,000 for food and cafeteria supplies.</p>		

School Site Costs (Continued)		
Operations and Maintenance: Transportation	Costs	% of Total
<ul style="list-style-type: none"> <li>1.6 bus drivers</li> <li>buses, fuel, and supplies</li> </ul> 	\$117,000	2.6
<p>TRANSPORTATION PROGRAMS operated by school districts and county offices of education transported 987,000 students to and from school in 19,000 buses traveling 272 million miles. This program cost on average 14 cents per mile per student (44 cents for the severely handicapped and orthopedically handicapped students and 12 cents for all other students). Salaries and benefits for the bus drivers, mechanics, and clerks in our hypothetical school were about \$62,000. Fuel, oil, parts, and supplies cost \$9,000. Insurance and contracts for repair, maintenance, and other transportation services accounted for \$40,000. Buses and bus replacements cost another \$6,000.</p>		
Instructional Support	Costs	% of Total
<ul style="list-style-type: none"> <li>0.9 curriculum specialist, curriculum supervisor, librarian</li> <li>1.6 library aides, media technicians</li> </ul> 	\$231,000	5.1
<p>Almost 21,000 people were involved in INSTRUCTIONAL SUPPORT activities. They included curriculum supervisors and specialists supervising instruction, developing and improving curriculum, and guiding teachers in the use of instructional materials; librarians and library aides; media technicians; and clerical staff assisting teachers. Our hypothetical school spent \$168,000 on salaries and another \$63,000 for instructional materials and supplies, consultant services, and other in-service training.</p> <p>The salaries also included personnel costs that did not generate full-time equivalents (FTEs). These costs were for substitutes for teachers released from the classroom to develop and improve curriculum and to train other teachers; for retirees to provide instructional support activities; and for extra pay to teachers performing activities that were not part of direct classroom instruction.</p>		
School Site Leadership	Costs	% of Total
<ul style="list-style-type: none"> <li>1.4 school principals, vice principals</li> <li>2.9 secretaries and clerical support</li> </ul> 	\$319,000	7.1
<p>There were over 12,000 principals and vice principals who provided SCHOOL SITE LEADERSHIP. They were responsible for their schools' instructional leadership and management. Over 24,000 secretaries and clerks assisted by keeping attendance, typing, and performing other office duties. Salaries and benefits for these people accounted for \$302,000 at our hypothetical school; office equipment and supplies cost \$17,000.</p>		
<b>Subtotal, School Site Costs</b>	<b>\$1,255,000</b>	<b>27.9</b>

District/County Costs		
District Administration	Costs	% of Total
<ul style="list-style-type: none"> <li>0.9 district administrator</li> <li>1.5 secretaries and clerical staff</li> <li>supplies and equipment, other costs such as insurance, legal, and auditing services</li> </ul> 	\$235,000	5.2
<p>Each DISTRICT served over 6,000 students in an average of 9 schools. There were almost 21,000 superintendents, assistant superintendents, classified administrators, clerks, and secretaries who worked in the district offices. Working with the public and local school boards, these people provided leadership; policy direction; and legal, personnel, and financial services to their schools. The personnel cost (salaries and benefits) in our hypothetical school was \$153,000. Equipment and office supplies, personal service contracts, insurance, travel, and other expenses cost another \$82,000.</p>		
County Oversight	Costs	% of Total
<ul style="list-style-type: none"> <li>0.3 county office level staff</li> <li>equipment and office supplies</li> </ul> 	\$26,000	0.6
<p>Each COUNTY OFFICE provided support services to school districts, such as coordinating instructional support activities, financial services, and credential services. Salaries and benefits for county oversight functions in our hypothetical school were \$16,000. Office equipment, supplies, and other costs were \$10,000.</p>		
<b>Subtotal, District/County Costs</b>	<b>\$261,000</b>	<b>5.8</b>

California Department of Education		
<ul style="list-style-type: none"> <li>0.15 professional, administrative, and support staff per school</li> <li>office supplies and equipment, personal service contracts, and travel</li> </ul> 	Costs	% of Total
	\$16,000	0.4
<p>Over 1,200 people worked for the CALIFORNIA DEPARTMENT OF EDUCATION. In addition to providing services in such areas as curriculum standards, student assessment, and serving pupils with special needs, these people also promoted effective management and administration of district and county offices at a cost of \$132 million. Per school this amounted to \$10,000 for salaries and \$6,000 for associated expenses.</p>		
<b>Subtotal, California Department of Education Costs</b>	<b>\$16,000</b>	<b>0.4</b>

<b>Total Costs</b>	<b>\$4,491,000</b>	<b>100%</b>
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# Private Instruction

## Private Schools

Children who are instructed in a private, full-time day school are exempt from public school attendance (*Education Code* Section 48222). Private schools must offer instruction in the several branches of study required in the state's public schools:

- Course of study for grades one through six—English, mathematics, social science, science, fine arts, health, and physical education (*Education Code* Section 51210)
- Course of study for grades seven through twelve—same as above plus foreign language, applied arts, vocational education, and driver education (*Education Code* Section 51220)

There is no requirement in the *Education Code* for a teacher in a private school to hold a state teaching credential. Private school authorities are required to obtain a criminal record summary on every applicant for employment in a position requiring contact with minor pupils. This law was amended substantially, effective September 30, 1997, and has been amended significantly since. Private school authorities can no longer employ a person before the criminal record summary is received, and they cannot employ an applicant who has been convicted of a serious or violent felony unless the applicant has a certain certificate of rehabilitation and a pardon. Private schools are also prohibited from hiring any person who would be prohibited from employment by a public school district pursuant to any provision of the *Education Code* because of his or her conviction for any crime. On and after July 1, 1999, no person who would be prohibited from employment by a private school because of his or her criminal conviction record may own or operate a private school offering instruction on the elementary or high school level. (*Education Code* Section 44237, as amended, provides further information regarding these restrictions on hiring and private school ownership or operation.) Persons possessing a valid California teaching credential, and certain others specified in the statute, are exempted from this requirement because the criminal record check is part of the credentialing process.

The California Department of Education is not empowered to license, evaluate, recognize, approve, or endorse any private elementary or secondary school or course. The State of California does not accredit public or private schools. Some schools, however, have elected to be accredited by the Western Association of Schools and Colleges (WASC). For information regarding whether a specific private school has been accredited by WASC, call (650) 344-4805. Private school owners/administrators are subject to local city and county ordinances (e.g., health, safety, zoning, business license, and so forth) that may be applicable to the operation of private schools.

California private schools serving kindergarten through grade twelve are required by state law to file an informational affidavit with the Specialized Programs Division of the California Department of Education each year by October 15. In the 2000-01 school year, 4,252 private elementary schools and high schools (with six or more students), enrolling 648,564 students, filed affidavits. This affidavit is not a license. The affidavit is necessary for the pupil's exemption from

public school and for the school to be eligible to receive the appropriate records from the pupil's last school of attendance. School districts have the responsibility to ensure that all school-age children in the district either are in attendance at a public school or are legally exempt.

The annual *California Private School Directory* lists all private schools with an enrollment of six or more that have filed the informational affidavit. The directory also contains a summary of selected California laws that are applicable to private schools and a list of private school organizations. This directory may be purchased by contacting CDE Press at (800) 995-4099; it is also available in public libraries.

## **Tutoring**

Tutoring is a statutory exemption from the compulsory public school attendance law (*Education Code* sections 48200 and 48224). The tutor (who may be any person, including a parent/guardian) must have a valid teaching credential for the grade level being taught, and instruction must be in the branches of study required in the public schools. Tutoring must be provided for at least three hours per day for at least 175 days per year.

## **Private Home Schooling**

Home schooling by noncredentialed parents or others, whether using a correspondence course or other curricula, is not authorized in California. Students educated in this manner are truant. Parents who are interested in a setting other than a public school classroom may choose private school instruction or tutoring by a properly credentialed person (see above) or may inquire about independent study through their local public school.

### **Public School Enrollment as a Percent of Total Enrollment in California Public Schools, 1990-91 Through 2000-01**

Year	Total	Enrollment		Public enrollment as percent of total
		Public school	Private school*	
<b>2000-01</b>	6,699,459	6,050,895	648,564	90.32
<b>1999-00</b>	6,592,414	5,951,612	640,802	90.28
<b>1998-99</b>	6,472,857	5,844,111	628,746	90.29
<b>1997-98</b>	6,349,968	5,727,303	622,665	90.19
<b>1996-97</b>	6,227,976	5,612,965	615,011	90.13
<b>1995-96</b>	6,069,802	5,467,224	602,578	90.07
<b>1994-95</b>	5,930,864	5,341,025	589,839	90.05
<b>1993-94</b>	5,841,520	5,267,277	574,243	90.17
<b>1992-93</b>	5,749,791	5,195,777	554,014	90.36
<b>1991-92</b>	5,651,962	5,107,145	544,817	90.36
<b>1990-91</b>	5,481,963	4,950,474	531,489	90.30

Source: CBEDS data collection, Educational Demographics, October 2000

\* Includes only private schools with six or more students.

Call the local county office of education for more specific information regarding private schools in your area.

# Helpful Contacts for Education Information

The agencies listed in this section can answer many questions about their respective areas of interest. They are also a source of various points of view on education-related issues.

## **Association of California School Administrators (ACSA)**

Dennis Meyers, Media Relations Executive  
1517 L Street  
Sacramento, CA 95814  
916/444-3216; FAX 916/444-3739  
<http://www.acsa.org>

## **California Association of School Business Officials (CASBO)**

Kevin Gordon, Executive Director  
1531 I Street, Suite 310  
Sacramento, CA 95814  
916/447-3783; FAX 916/447-3794  
<http://www.casbo.org>

## **California Association of School Counselors**

Loretta Whitson, Executive Director  
2355 Foothill Boulevard, Suite 516  
LaVerne, CA 91750  
909/932-2522  
<http://www.schoolcounselor-ca.org>

## **California Association of School Psychologists (CASP)**

Suzanne Fisher, Executive Director  
1400 K Street, Suite 311  
Sacramento, CA 95814  
916/444-1595; FAX 916/444-1597  
<http://www.casponline.org>

## **California Association of Supervisors of Child Welfare and Attendance (CASCWA)**

Bob Brazil, Assistant to the Board  
P.O. Box 14163  
Fremont, CA 94539  
510/651-3515; FAX 510/573-1916  
<http://www.cascwa.org>

## **California Business Roundtable**

William Hauck, President  
1215 K Street, Suite 1570  
Sacramento, CA 95814  
916/553-4093; FAX 916/553-4097  
<http://www.cbirt.org>

## **California Chapter, National Association of School Social Workers (NASW)**

William Evans, Licensed Clinical Social Worker  
5096 Brophy Drive  
Fremont, CA 94536-7204  
510/797-3173; FAX 510/797-5174  
<http://www.naswca.org>

## **California Commission on Teacher Credentialing**

Sam Swofford, Executive Director  
1900 Capitol Mall  
Sacramento, CA 95814  
916/445-0184; FAX 916/324-6064  
<http://www.ctc.ca.gov>

## **California Community Colleges**

Kirsten Macintyre, Public Relations  
1102 Q Street  
Sacramento, CA 95814-6511  
916/445-8752; FAX 916/323-9478  
<http://www.cccco.edu>

## **California Congress of Parents, Teachers, and Students, Inc. (PTA)**

Linda Mayo, Vice President of Communications  
930 Georgia Street  
Mail: P.O. Box 15015  
Los Angeles, CA 90015  
213/620-1100; FAX 213/620-1411  
<http://www.capta.org>



**California County Superintendents Educational  
Services Association (CCSESA)**

Glen Thomas, Executive Director  
925 L Street, Suite 1400  
Sacramento, CA 95814  
916/446-3095; FAX 916/448-4808  
<http://www.ccsesa.org>

**California Federation of Teachers (CFT)**

Mary Bergan, President  
1 Kaiser Plaza, Suite 1440  
Oakland, CA 94612  
510/832-8812; FAX 510/832-5044  
<http://www.cft.org>

Judith Michaels, Legislative Director  
1127 11<sup>th</sup> Street, Suite 806  
Sacramento, CA 95814  
916/446-2788; FAX 916-446-2401

**California Interscholastic Federation (CIF)**

Marie Ishida, Executive Director  
664 Las Gallinas Avenue  
San Rafael, CA 94903  
415/492-5911; FAX 415/492-5919  
<http://www.cifstate.org>

**California Postsecondary Education  
Commission (CPEC)**

Warren H. Fox, Executive Director  
1303 J Street, Suite 500  
Sacramento, CA 95814-2938  
916/445-7933; FAX 916/327-4417  
<http://www.cpec.ca.gov>

**California School Boards Association (CSBA)**

Scott Plotkin, Executive Director  
3100 Beacon Boulevard  
Mail: P.O. Box 1660  
West Sacramento, CA 95691-1660  
916/371-4691; FAX 916/371-3407  
<http://www.csba.org>

**California Association for Counseling and  
Development (CACD)**

Richard Hoover, Executive Director  
2555 E. Chapman Avenue, Suite 201  
Fullerton, CA 92831  
714/871-6460; FAX 714/871-5132  
<http://www.cacd.org>

**California School Employees Association (CSEA)**

Bud Dougherty, Executive Director  
Frank Polito, Director of Public Relations  
2045 Lundy Avenue  
Mail: P.O. Box 640  
San Jose, CA 95106  
408/263-8000; FAX 408/954-0948  
<http://www.csea.com>

**California School Nurses Organization (CSNO)**

926 J Street, Suite 816  
Sacramento, CA 95814  
916/448-5752; FAX 916/448-5767  
<http://www.csno.org>

**California School Public Relations Association  
(CalSPRA)**

Rick Peoples, President  
Riverside County Office of Education  
P.O. Box 868  
Riverside, CA 92502-0868  
909/788-6642; FAX 909/826-6199  
<http://www.calspra.org>

**California State University System (CSUS)**

Colleen Bentley-Adler, Director of Public Affairs  
401 Golden Shore  
Long Beach, CA 90802-4210  
562/951-4000; FAX 562/951-4861  
<http://www.calstate.edu>

**California Teachers Association (CTA)**

Tommye Hutto, Communications Manager  
1705 Murchison Drive  
Burlingame, CA 94010  
650/697-1400; FAX 650/552-5002  
<http://www.cta.org>

John Hein, Associate Executive Director  
for Government Affairs  
1325 S Street  
Sacramento, CA 95814  
916/442-5895; FAX 916/442-6457

**Children Now**

Lois Salisbury, President  
1212 Broadway, 5<sup>th</sup> Floor  
Oakland, CA 94612  
510/763-2444; FAX 510/763-1974  
<http://www.childrennow.org>

**Bureau for Private Postsecondary and  
Vocational Education**

Michael Abbott, Chief  
400 R Street, Suite 5000  
Sacramento, CA 95814  
916/445-3427, 916/445-3428; FAX 916/322-2615  
<http://www.dca.ca.gov/bppv>

**Council of Chief State School Officers  
(CCSSO)**

Billie Rollins, Strategic Planning and  
Communications  
1 Massachusetts Avenue NW, Suite 700  
Washington, DC 20001-1431  
202/408-5505; FAX 202/408-8072  
<http://www.ccsso.org>

**EdSource**

Trish Williams, Executive Director  
4151 Middlefield Road, Suite 100  
Palo Alto, CA 94303-4743  
650/857-9604; FAX 650/857-9618  
<http://www.edsource.org>

**Education Commission of the States (ECS)**

Ted Sanders, President  
707 17<sup>th</sup> Street, Suite 2700  
Denver, CO 80202-3427  
303/299-3600; FAX 303/296-8332  
<http://www.ecs.org>

**Educational Testing Service (ETS)**

Kurt Landgraf, President  
Rosedale Road  
Princeton, NJ 08541-6710  
609/734-1010; FAX 609/921-0235  
<http://www.ets.org>

**Governor's Office of Education**

Kerry Mazzoni, Secretary of Education  
1121 L Street, Suite 600  
Sacramento, CA 95814  
916/323-0611; FAX 916/323-7132  
<http://www.ose.ca.gov>

**National Association of State Boards of  
Education (NASBE)**

Brenda Welburn, Executive Director  
277 S. Washington Street, Suite 100  
Alexandria, VA 22314  
703/684-4000; FAX 703/836-2313  
<http://www.nasbe.org>

**National Center for Education Statistics  
United States Department of Education**

Gary W. Phillips, Commissioner (Acting)  
1990 K Street, NW  
Washington, DC 20006  
202/502-7300; FAX 202/502-7466  
<http://nces.ed.gov>

**National Center on Education and the Economy**

Marc Tucker, President  
1 Thomas Circle NW, Suite 700  
Washington, DC 20005  
202/783-3668; FAX 202/783-3672  
<http://www.ncee.org>

**National Congress of Parents and Teachers  
Association (PTA)**

Shirley Igo, President  
330 North Wabash Avenue, Suite 2100  
Chicago, IL 60611-3690  
312/670-6782; FAX 312-670-6783  
<http://www.pta.org>

**National Education Association (NEA)**

Kate Mattos, Director  
Communications Department  
1201 16<sup>th</sup> Street NW  
Washington, DC 20036  
202/822-7200; FAX 202/822-7292  
<http://www.nea.org>

**National Education Goals Panel**

John Barth, Acting Executive Director  
1255 22<sup>nd</sup> Street, Suite 502  
Washington, DC 20037  
202/724-0015; FAX 202/632-0957  
<http://www.negp.gov>

**National Governors' Association (NGA)**

Raymond C. Scheppach, Executive Director  
Hall of the States  
444 North Capitol Street NW, Suite 267  
Washington, DC 20001-1572  
202/624-5300; FAX 202/624-5313  
<http://www.nga.org>

**National School Boards Association (NSBA)**

Anne Bryant, Executive Director  
1680 Duke Street  
Alexandria VA 22314  
703/838-6722; FAX 703/683-7590  
<http://www.nsba.org>

**National School Public Relations Association (NSPRA)**

Rich Bagin, Executive Director  
Maureen Pepson, Manager of Communication  
Service Projects  
15948 Derwood Road  
Rockville, MD 20855  
301/519-0496; FAX 301/519-0494  
<http://www.nspira.org>

**Policy Analysis for California Education (PACE)**

Michael Kirst, Gerald Hayward, and  
Bruce Fuller, Directors of PACE  
3653 Tolman Hall  
University of California, Berkeley  
Berkeley, CA 94720-1670  
510/642-7223; FAX 510/642-9148  
<http://pace.berkeley.edu>

Sacramento Office  
916/441-5062; FAX 916/441-1866

Stanford University  
650/723-4412; FAX 650/725-7412

**United States Department of Education**

Office of Public Affairs  
400 Maryland Avenue  
Washington, DC 20202  
202/401-3000; 1-800/872-5327; FAX 202/401-0596  
<http://www.ed.gov>

Mary Jane T. Pearson, Region IX  
Secretary's Regional Representative  
50 United Nations Plaza, Room 205  
San Francisco, CA 94102  
415/556-4120; FAX 415/437-7540

National Library of Education  
800/424-1616; FAX 202/219-1696

**United Teachers of Los Angeles (UTLA)**

Steve Blazak, Director of Communications  
3303 Wilshire Boulevard, 10<sup>th</sup> Floor  
Los Angeles, CA 90010  
213/368-6252; FAX 213/487-3319  
<http://www.utla.net>

**University of California (UC)**

Office of the President  
1111 Franklin Street  
Oakland, CA 94607  
510/987-9200; FAX 510/987-9173  
<http://www.ucop.edu>

**WestEd**

Glen Harvey, Chief Executive Director  
730 Harrison Street  
San Francisco, CA 94107  
415/565-3000; FAX 415/565-3012  
<http://www.wested.org>

# Calendar of Events—2002

Dates included on this calendar are gathered from various sources and are not intended as definitive or official notification from the California Department of Education. We hope the calendar will assist you in planning special recognition events.

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## January 2002

- 1 New Year's Day
- 2–31 Winter 2001 *Golden State Examinations* in economics, government/civics, and high school mathematics, reading/literature, and written composition administered throughout the month
- 9–10 State Board of Education meeting, Sacramento; California Teachers of the Year honored at the meeting
- 18 California Drop-In Day
- 21 Dr. Martin Luther King, Jr., Day, birthday observance (Section 37220 of the *Education Code* states that public schools shall close the third Monday in January or Monday or Friday of the week in which January 15 occurs.)
- 21–25 Yellow Ribbon Week (student involvement in violence prevention)
- 23 National School Nurse Day

## February 2002

BLACK HISTORY MONTH

NATIONAL CHILDREN'S DENTAL HEALTH MONTH

- 1 National Freedom Day (commemorates signing of the 13th Amendment)
- 4–8 National School Counseling Week
- 6–7 State Board of Education meeting, Sacramento
- 12 Lincoln's birthday (Section 37220 of the *Education Code* states that public schools shall close on the Monday or Friday of the week in which February 12 occurs.)
- 15 Susan B. Anthony's birthday
- 16–23 National Future Farmers of America Week
- 17 National PTA Founder's Day
- 19 Washington's Day (Section 37220 of the *Education Code* states that Washington's birthday shall be observed the third Monday in February.)
- 20 Frederick Douglass Day

## March 2002

AMERICAN RED CROSS MONTH

MUSIC IN OUR SCHOOLS MONTH

NATIONAL MENTAL RETARDATION AWARENESS MONTH

NATIONAL MIDDLE LEVEL EDUCATION MONTH

NATIONAL NUTRITION MONTH

NATIONAL WOMEN'S HISTORY MONTH

NATIONAL SCHOOL SOCIAL WORK MONTH  
ARTS EDUCATION MONTH IN CALIFORNIA

- 1 Read Across America Day
- 3–9 Week of the School Administrator
- 5 Anniversary of the death of Crispus Attucks (also known as Black American Day)
- 4–8 National School Breakfast Week
- 4–8 Newspapers in Education Week
- 7 California Arbor Day (birthday of Luther Burbank)
- 6–7 State Board of Education meeting, Sacramento
- 8 International Women’s Day
- 17–23 National Poison Prevention Week
- 17–23 National Agriculture Week
- 21 International Day for the Elimination of Racial Discrimination
- 23 National Energy Education Day
- 25–29 California Adult Education Week
- 31 Cesar Chavez Day (Section 37220.5 of the *Education Code* states that public schools may close on the Monday or Friday of the week in which March 31 occurs.)

**April 2002**

CALIFORNIA EARTHQUAKE PREPAREDNESS MONTH  
KEEP AMERICA BEAUTIFUL MONTH  
MATHEMATICS EDUCATION MONTH  
PUBLIC SCHOOLS MONTH (theme designated by the Free and Accepted Masons of California)  
PUBLIC SCHOOLS WEEK (School districts may choose any week in April.)

- 2 International Children’s Book Day
- 6 California Poppy Day
- 7 World Health Day
- 7–13 Week of the Young Child
- 14–20 National Library Week
- 15–21 Public School Volunteer Week
- 21 John Muir Day
- 22 Earth Day U.S.A.
- 22–28 National TV-Turnoff Week
- 24–25 State Board of Education meeting, Sacramento
- 25 Take Our Daughters to Work Day

**May 2002**

NATIONAL ASIAN PACIFIC AMERICAN HERITAGE MONTH  
Winter 2001 *Golden State Examination* results released

- 1–31 Spring 2001 *Golden State Examinations* in U.S. history, government/civics, economics, first-year algebra, geometry, biology, chemistry, physics, second-year coordinated science, and second-year Spanish language administered throughout the month
- 1–7 National Physical Education and Sport Week

- 5–11 Be Kind to Animals Week
- 8 California Day of the Teacher (second Wednesday in May)
- 11 American Indian Day (second Saturday in May)
- 19–25 Classified School Employee Week
- 27 Memorial Day
- 29–30 State Board of Education meeting, Sacramento
- 31 World No-Tobacco Day

### **June 2002**

- FIREWORKS SAFETY MONTH (June 1–July 4)
- 5 World Environment Day
- 9 Race Unity Day
- 26–27 State Board of Education meeting, Sacramento
- TBA California’s finalists for Presidential Awards for Excellence in Science and Mathematics Teaching announced

### **July 2002**

- 4 Independence Day

### **August 2002**

- 31 Legislature adjourns for the year

### **September 2002**

- HISPANIC HERITAGE MONTH (September 15–October 15)
- LIBRARY CARD SIGN-UP MONTH
- PTA MEMBERSHIP MONTH IN CALIFORNIA
- 2 Labor Day
- 6 International Literacy Day
- 11–12 State Board of Education meeting, Sacramento
- 15–16 Mexican Independence Days
- 17–23 Constitution Week
- 17 Citizenship Day

### **October 2002**

- CALIFORNIA SCHOOL BUS SAFETY MONTH
- NATIONAL AND CALIFORNIA ENERGY AWARENESS MONTH
- NATIONAL CRIME PREVENTION MONTH
- NATIONAL SCHOOL SAFETY MONTH
- COMPUTER LEARNING MONTH
- Spring 2001 *Golden State Examination* results released
- 6–12 Fire Prevention Week
- 6–12 National 4-H Week
- 9–10 State Board of Education meeting, Sacramento
- 13–19 National Association of Educational Office Professionals Career Awareness Week
- 14–18 National School Lunch Week
- 16 World Food Day

20–26	National School Bus Safety Week
23–31	Red Ribbon Week (same dates every year)
24	United Nations Day
26	Make a Difference Day
TBA	California Educator Awards (Milken)

### **November 2002**

	NATIVE AMERICAN MONTH (AMERICAN INDIAN HERITAGE MONTH)
5	Election Day
6–7	State Board of Education meeting, Sacramento
11	Veterans Day
17–23	American Education Week (always observed the week before Thanksgiving)
11–17	Youth Appreciation Week
18–24	National Children’s Book Week
20	National Educational Support Personnel Day
21	National Parental Involvement Day
24–30	National Family Week
28	Thanksgiving Day

### **December 2002**

11–12	State Board of Education meeting, Sacramento
15	Bill of Rights Day
TBA	National awardees from California for Presidential Awards for Excellence in Science and Mathematics Teaching announced
TBA	U.S. Senate Youth Program winners announced